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ABSTRACT

This document describes a staff development and induction model used at Los Medanos College for the purpose of professionally preparing teachers as community college instructors. The model proposes a campus-based and managed program that involves a four-week, preservice seminar in August and regular meetings throughout the subsequent fall and spring semesters for teaching interns. Interns receive full salaries while teaching reduced loads and devote their program-generated extra time to induction activities. Professional development facilitators act as on-campus and resource consultants or "teachers of teachers". During the program's course, interns learn to critically examine their own philosophies and values in relation to instruction and as faculty members, and participate in close study of various instructional strategies, curriculum designs, evaluation methods, and interpersonal relations and communication skills. In addition, interns become familiar with their particular college of employment and community colleges in general through lectures, readings, seminars, guest speakers, field trips, and observation of college services and personnel. New faculty and experienced faculty interact in intern/mentor relationships; also, experienced faculty conduct "master classes" on special topics. Induction program organization, processes, curriculum, application, participant assessment, and program appraisal, as well as the professional development facilitator's work and role are discussed. (TR)

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# PROFESSIONAL STAFF DEVELOPMENT:

# A COMMUNITY COLLEGE MODEL

By

Chester H. Case

Los Medanos College
2700 Leland Road
Pittsburg, California 94565

October, 1976

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## PREFACE

This account is a report of a unique and profitable experience in staff induction and development at Los Medanos College. Generally, it is a report to all who are--or should be--interested in staff induction and development in colleges or comparable institutions. Specifically, it is an accounting to the W. K. Kellogg Foundation, without whose generous support over a three-year period the experience would not have been possible.

The Los Medanos College staff development story is specialized to the extent that it unfolds in the setting of a newly-founded, two-year, public, community college and is centered mainly upon an effort to develop new faculty. But the story has much broader implications for staff development.

The intent of the report is thus to tell about staff development in the general, and about the induction program in the particular. It aspires to be of interest and value to an audience of educators or others interested in the huge topic of staff development and who are either already, or about to be, engaged in staff development activities.

Professor Leland L. Medsker, mentor, friend, and nonnonsense program evaluator, advised in reference to this report, "Make it short and readable." Brevity has been a

difficult goal, posing the problem of telling enough to be clear, but not so much as to overburden the account. In quantity it does come close to brevity, but the quality of readability is more elusive. That judgment is left to the reader.

Early on, the Governing Board of Contra Costa Community College District recognized the potential of the induction model for the new college they were ushering into life. The support of the Governing Board has been an indispensable ingredient in the program's success and, for it, the Board deserves a very large measure of gratitude.

This report is but a small token of appreciation to the W. K. Kellogg Foundation, especially to Dr. Robert Kinsinger, Vice-President, for the assistance which gave impetus to the now District-funded program. Dr. Kinsinger, upon learning that the program would be continued on district funds, commented, "That's good philanthropy!" And it is. From the grant has come induction of more than half of a new faculty, a comprehensive program in staff development, a steady stream of new, but field-tested, ideas flowing into the increasing dialogue on staff development, and this report.

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# CHAPTER ONE

# THE SETTING FOR STAFF DEVELOPMENT

## INTRODUCTION

Whatever internal integrity or inspiration a program in staff development may have, it is, nevertheless, a contingent enterprise. Staff development is shaped by the setting in which it takes place, even as it shapes the setting. The experience in staff development at Los Medanos College is instructive on this point. Staff development, as the term will be used here, is a system of interrelated activities designed to culminate in the improvement of learning through the improvement of teaching and the environment of teaching. As such, it intertwines with the fundamental processes and constructs of the institution, shaped by and shaping the institution.

There is inherent in staff development a dynamic and a momentum. Once installed and viable, it becomes involved in governance, institutional organization and structures, college policies and procedures, institutional philosophy, goals, and commitments. How it becomes involved, the direction it takes, its scope and intensity are strongly influenced by the setting.

## PLANNING LOS MEDANOS COLLEGE

Planning for Los Medanos College began in the mid-1960's. At the direction of the Governing Board of the

Contra Costa Community College District, advance designers set to work on exploratory planning for what was then referred to with appropriate anonymity as simply "East Campus." By this action the Board was redeeming a long-standing pledge to residents of the eastern portion of Contra Costa County, to build a community college at the site of the former Camp Stoneman in Pittsburg, California. College-bound residents of the eastern part of the county, an area mingling a rich agriculture with a dense concentration of heavy industry, had long been required to commute some distance to the two previously established colleges of the district, Contra Costa College (established 1949) and Diablo Valley College (established 1950). Residents wanted a local, convenient campus, reflecting the needs and pride of the east county communities.

So Los Medanos College was to be the third college in the district. Former Chancellor, Karl O. Drexel, determined that Los Medanos College should keep up the pace of distinction set by the sister colleges, but that it should also be different and in keeping with the best current thinking in educational design. He gathered a group of advance planners, including administrators, senior faculty persons from the existing colleges, and consultants.

This group took into consideration many factors. Primary among these was the nature of the proposed service area for Los Medanos College. The area to be served is characterized by a mixture of small, old towns, rapidly expanding suburbs and shopping centers, major industrial facilities, and farms and ranches. The diverse geography of the area features rolling hills, broad valleys and alluvial plains, and the delta region formed by the confluence of the two river systems of California's Central Valley. Once on the fringes of the rapid growth and urbanization of the San Francisco Bay Area, east Contra Costa County

is now poised on the threshhold of a period of rapid change, a future which residents face with mixed feelings. Though changing swiftly, the population for decades has been characterized by prideful "old families" dominating the towns; a large working class; a representation of lower middle class; a small, middle, professional class; as well as proportions of minority populations (including a Black population that is largely confined to two specific geographical locations, and a Mexican-American and Chicano population which includes migrant agricultural workers now settled down as well as old families with long histories in the area).

Though not an urban area, and despite its old-town, provincial, middle-America flavor, the east county is very much a part of the economic, social, and political movements of the time. It is an extension of the San Francisco Bay Area and very much a part of the contemporary California scene.

The advance planners deliberated on the basic questions that educational planners must deal with: What is the nature of the society? What are the needs of the society? What are the needs of individuals in the society? What is worth the teaching? What is worth the learning? In the backs of their minds was the important realization that this area had not been well served by any institution of post-secondary education and that an appreciable number of students would be coming to the college without prior college-going experience for themselves or their families or peers.

Los Medanos College was bound to reflect the times in which the formative planning was undertaken. This was in the late 60's and the early 70's, which were times of challenge to institutions of higher education, and the

lessons of turbulence and flux were forceably brought home. Conflicts between student and institution, society and institution resounded with calls for relevance, equity, minority and ethnic rights. The role of higher education was under severe questioning, and the credibility of social institutions was shaken.

Perceptible on the horizon in those days were premonitions of things that have since come to pass: the final end of the "teacher shortage"; declining financial support for colleges, combined with rising inflation; the paradox of selective decline and increase in enrollments, especially the increase in enrollments of the "New Student" (as identified and depicted by the educational researcher and analyst, K. Patricia Cross). Though the community college was not so haunted as other institutions by the condition of "steady state," it was approaching the condition of the static faculty (despite enrollment bulges), the condition where few are hired, few are fired, and few retire.

From the experience of other institutions, from the dialogue among educators and social analysts, from the promptings of the community, and from the hard work and inspirations of the planning group, a design for Los Medanos College emerged. The college would not be a duplication of previous institutions. As envisioned by the planners, it would have aspects of distinctive newness, as well as aspects of the time proven.

## ASPECTS OF THE SETTING RELEVANT TO STAFF DEVELOPMENT

Some aspects of the total institutional setting of Los Medanos College had particular impact on the scope and shape of the staff development program.

Governance

In a shorthand way, Los Medanos College governance is best described as an input-output model. Input consists of recommendations to the college president, who is the designated, accountable, decision maker for the campus. Output flows from the president to the management team and onward through the faculty and staff to the day-to-day operations of the college.

Recommendations arise from three components of the college community by means of a system of clusters. There are six of these, each presently comprised of faculty (about 12), administrators (about 3), and students(3). Clusters deliberate on issues, proposals, course proposals, and other topics, and send forward recommendations to an Educational Policies Committee which, in turn, advises the college president. Positive action by the president leads to implementation. If he decides in the negative, he returns the recommendation to the clusters (at the aggregate meeting of all "clusterpersons") with the rationale for his action. Any clusterperson can introduce a topic, a question, an opinion, a policy proposal, or a call for action.

The college academic senate is not directly involved in this process.

There is no student government as it is commonly known. Students participate in the above procedure. Classified staff connect directly to the college president by means of their own organization. Divisions and departments do not exist. There is a sparse system of standing committees. Ad hoc committees are formed upon need and self-destruct when the need is met.

In a word, the system is different, but not radically so. It acknowledges the legal position and accountability of the chief administrative officer and describes the man-

agement team (some 17 administrators) as a service agency charged with implementation. It involves faculty, administration, and students in the business of the college in a process of deliberation and recommendation which is comprehensive, but inescapably slow. Because the system challenges some traditions, its implementation required a great deal of explication, analysis and adjustment among those involved in it. Staff development provided a time and place for these processes to occur.

Organizational Structure

The basic unit of college organization is the area. There are six of these. Each encompasses a realm of human knowledge, occupations related to that field, and services. Thus, the basis for the structure of the college is the curriculum. Four co-equal deans supervise the six areas. The Dean of Humanistic Studies has the two units of Language Arts and Humanities. The Dean of Behavioral Sciences has Behavioral Sciences and Counseling Services. The Dean of Natural Sciences has Biological Science and Physical Science. Occupational programs and services are distributed among the deans. The Dean of Natural Science, as an example, supervises the allied health programs, welding, and drafting. (See Appendix A for the Los Medanos College Table of Organization.)

There are no departments, no divisions, no dean of instruction, no dean of student personnel, no dean of occupation education, and no dean of the evening program. There is no organizational distinction between day and evening programs. The intent of the system is to flatten the organizational hierarchy by the elimination of subunits and functionaries. Services, such as purchasing and duplication, are centralized. The line administrators are the deans and directors. Staff administrators are the Business Officer, Director of Admissions, Director of

Learning Resources, Professional Development Facilitator, Director of Student Affairs, Placement Officer, Financial Aid Officer, Food Services Manager, Bookstore Manager, and the Supervisor of Buildings and Grounds and Community Services.

As in the case of governance, the organizational pattern was designed to circumvent perennial problems of academic organization, as well as those aggravating problems that surfaced in the 1960's. Again, as in the case of governance (as well as curriculum and instruction, goals and commitments), the college began with a plan that soon bore the imprint of persons and experience. The plans required a good deal of explications, justification, and adjustment before the visions of the advance planners could be absorbed, criticized, and actualized as workaday guidelines by the personnel of the college. Staff development facilitated these processes.

Curriculum and Instruction

Like most others, Los Medanos College's instructional program offers transfer courses and programs in general education, career education (technical/vocational), continuing education, enrichment and skills development (reading, writing and mathematics). But as a new institution, Los Medanos College had the opportunity to impose an overall design on the instructional program, the essence of which can be expressed in two philosophical postulates: one, all knowledge is interrelated and, two, the learner is the focal point. These two simple-sounding postulates subsume an intricate infrastructure of interwoven postulates, premises, corollaries, persuasions, values, and beliefs.

The general education program offers an integrated learning experience. In four semesters the degree-seeking and in some cases the certificate-seeking student studies

the six major areas of human knowledge. Philosophically, the program is almost "classical" in that it reaches back to the original, early-day general education conceptualizations: that learning be for survival; that subjects be studied, not for their own sake (as in specialized studies), but for what they can tell the learner about the world and himself or herself, and other knowledge; and that the program content be connected in an inter- and intra-disciplinary fashion.

The general education program includes large group instruction, "regular"-sized classes in the disciplines, and individual or small-group, independent studies called "plural pursuits." General education supports the college-wide aspiration of helping the learner learn how to learn. The general education program is also a major support of the college's intent to infuse the curriculum with contemporary societal issues; a world view; the concerns of women, minorities, and ethnic groups; and career development. Los Medanos College does not offer programs, per se, in ethnic studies, or women's studies. Instead, these topics are infused throughout the curriculum in a multicultural fashion.

Career education includes some seventeen programs that lead to entry-level skills and/or to certificates. Also offered are refresher and continuing education courses. At Los Medanos College there are no entrance requirements, nor is there tracking (placement in courses according to aptitude or skills). There are exit requirements, however, including demonstrations of proficiency in reading, writing, and computational skills.

The architecture of the college reflects a commitment to certain instructional modes. Throughout the college's large, three-level building are evidences of a

commitment to individualized, self-paced teaching/learning. There are abundant and well-distributed study carrels, laboratories, and A-T instructional areas. A four-level Learning Resource Center rises, symbolically, like a central core of the college. The concept of "mastery of learning" inspires long-range planning for curriculum design and learning delivery systems.

The college puts emphasis on contemporary teaching/learning strategies and curricular design services and facilities. The instructional program aspires to offer meaningful learning experiences to a very diverse student body.

Goals and Commitments

Los Medanos College aspires to those goals and commitments common to community-based colleges espousing the philosophy of the Open Door. The college is committed to affirmative action in the recruitment and employment of college personnel. Accessibility is a paramount goal: accessibility and interaction of student to student, student to faculty, faculty to faculty, faculty to administration, and accessibility of college services to all.

Other goals and commitments have already been indicated. The upshot of all this is that the college clearly has an institutional thrust, a sense of corporate purpose. Of course, the founding ideas and plans have by no means all been realized in action, nor are they all beyond controversy and testing. It is, as one person put it in a delightfully mixed metaphor, "...a system that still has to have some bugs ironed out."

For staff development, especially induction, the presence of an articulated plan, and a sense of institutional goals and commitment, are of great significance; there is something to be inducted into. Thus, the program is given

a tangible thrust expressed in program activities stressing discussion of the origins, rationale, and operational manifestations of philosophical persuasions.

It was asserted earlier that there is an inevitable and intimate inter-relationship between staff development and the basic structures, processes, and goals and commitments of the college. The experience at Los Medanos College has clearly demonstrated this relationship. What the advance planners perceived as potential in the induction model has come to exist in reality.

## STAFF DEVELOPMENT ENTERS THE PICTURE

Staff development was not an important part of the early planning, except in the form of the traditional pot pourri of events, activities, and opportunities (such as guest speakers, workshops, opening of school, orientation sessions, sabbatical leaves, small grants for innovations and travel, and the like). The introduction of the induction concept put the thinking about staff development on a different plane.

The original induction model for professional staff development was designed by Charles C. Collins. In the late 60's, Collins, long a provocative thinker and writer in the community college and counseling movement, had begun to perceive in staff development a potential solution for some of the many problems besetting community colleges. Analysts and commentators on the community college scene were coming to say that the mounting challenges to the community college as an institution made the development of skilled staff an urgent priority for the 70's.[1]

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[1] Terry O'Bannion, Teachers for Tomorrow, University of Arizona Press, 1973.

Collins's thinking ran along this line as well, but his analysis led him to a specific recommendation: that the community college itself undertake the preparation of its own new faculty in an internship-type induction program.

While still Associate Director of Programs in Community College Education at the University of California, Berkeley, Collins had joined Chancellor Drexel and President Carhart as a consultant. To this group, he brought the ideas developed in the monograph "The Induction of Community College Instructors: An Internship Model."[2]

The chancellor and the president were favorably disposed to these ideas and set about finding a way to install the induction model at Los Medanos College.

[2] Charles C. Collins, "The Induction of Community College Instructors: An Internship Model," University of California, Berkeley, 1972. (Unpublished--available through ERIC.)

## CHAPTER TWO

## THE CASE FOR INDUCTION
## AND
## LOS MEDANOS COLLEGE'S PROPOSED PLAN

### INTRODUCTION

Staff development has been called an idea whose time has come. There has been a steady drumroll of rhetoric advocating it, an increasing literature, a proliferation of conferences, workshops, and seminars on how to do it. There has appeared the inevitable harbinger of a coming idea...increasing numbers of persons hanging out shingles as staff development consultants. Yet a good deal of the advocacy is hortatory and generalized and lacks grounding in a close analysis of the problem. By contrast, collins builds a solid case for induction by basing it on a careful analysis of the needs of the community college, and then goes on to project a specific course of action to meet the needs. In this chapter, Collins's argument will be highlighted and a condensed version of his theoretical model presented.

### THE CASE FOR INDUCTION

The case for induction springs from the same sources as the case for the professional preparation of all teachers. The argument for the preparation of community college instructors, however, is suffused with a special urgency. For the community colleges, the need for pro-

fessionally prepared instructors is already acute and will become more so. Changing student clienteles are bringing new needs to the classroom. Knowledge in all fields is expanding. Frequent up-dating and refresher learning are necessary in many fields as old learning and skills become obsolete and are superceded. Instructors are called upon to implement new technologies of instruction and curricular design. These are only a few of the sources of need for the professional preparation of instructors.

Confounding the problems of preparing community college instructors is the unfortunate tendency for the thinking about instructor preparation to go along the lines of what is good for the university is good enough for the community college. Perhaps universities can get by with persons trained only in their specialties, says Collins (though he doesn't altogether agree to this), since university students are generally academically swift and since there is usually a small but redeeming number of professors who teach themselves how to teach well, some to the point of being brilliant at it. However, the community college is not the university, never was, and never will be; and it is an illusion cruel to the instructor and the student alike to think that what is good for the university professor-to-be (lopsided preparation in subject matter only) is good for the community college instructor-to-be.

The community college's "proud myth" is that it is a teaching institution. The calling of the instructor is to teach effectively to a student clientele almost dizzying in its diversity. But to teach effectively in today's community college requires a wide repertoire of instructional skills, abiding sensitivities, familiarization with various curricular designs, knowledge of the student, an awareness of the realities of the institution and a commitment to its

goals and commitments. These are not the kinds of things that a person usually picks up along the way to becoming a community college instructor. They are not a part of the undergraduate or graduate major, nor of the occupational training and experiences that presently "credential" and "certify" persons as qualified community college instructors.

There are means by which the prospective community college instructor can acquire some rudiments of training, such as the few pre-service programs or internships remaining in existence; but these are few in number and appear, by the employment data available for California at any rate, to send only a negligible number into the ranks of the employed. Universities do not prepare instructors, nor do occupational fields, nor do schools of education, nor do community colleges themselves, in any important way. What generally passes as in-service training, Collins says, "...is a sham that should be exposed."

Where should the indispensable training of the neophyte instructor take place? The answer: on the campus that employs the neophyte. The neophyte should be taken in as an intern. An internship model of professional training makes the most sense, since it provides a means to couple theory with practice, to surround the learning experiences with reality, and offers a side payoff by involving other persons of the college in the work of staff development. The college has its chance to engender the intern's loyalty or, at least, thoughtful awareness to the college's goals, commitments, and philosophy; this is to the college's benefit. Interns benefit as well, for, in addition to indispensable preparation, they are compensated fully for services rendered. The systematic training of the induction program is a way to turn around the unhappy situation where "instructors, forgivably, enter teaching

as amateurs but, unforgivably, end their careers as amateurs."

## Anticipated Outcomes of an Induction Program

An induction program can only be productive of positive outcomes, since "something" by way of preparation for community college teaching is better than the "nothing" that prevails.

Positive benefits would redound to the college and the participant. The college would enjoy the services of a professional, aware of and fully understanding the college's goals and philosophy, sensitive to the needs of the diverse student clientele, equipped with a large repertoire of instructional skills, and knowledgeable in various approaches to curricular design. The participant in the program would gain in self-confidence and poise, benefit from the critique of fellow interns and the professional development facilitator, and be encouraged to experiment. In general, the lopsidedness of preparation in the subject matter field, or specialty, would be redressed with preparation in pedagogy.

All this would be approached through the internship-based induction program at a cost not appreciably greater than the costs of the usual practice of "buying" the skills of experienced instructors at high initial salaries. Moreover, the induction program could be parlayed into an opportunity for staff development for experienced faculty members.

## Elements of the Induction Plan

The Collins model proposes a full-blown, campus-based, campus-managed program in professional development. Abandoning whatever slim hope there might be that universities

would undertake effective programs for pre-service preparation, the induction approach plunges the local college into the business of the preparation of instructors.

The model proposed that the program be more than an academic year in duration. It would commence with a four-week, pre-service seminar in the August preceding the opening of classes, and extend throughout the Fall and Spring semesters. During this time, the intern group would meet regularly. Two roles, new to the community college, would be activated: the intern (later to be called the Kellogg Fellow) and the professional development facilitator. The intern would be paid full salary while teaching a reduced load. The "reassigned time" (resulting from the reduced load) would be devoted to the work of induction. The professional development facilitator would be an on-campus consultant and resource person, a kind of "teacher of teachers."

The content of the program would be wide ranging and varied, alternately theoretical and practical, hypothetical and applied, general and local. Touched upon would be topics in the areas of self, student, content, and method. During the course of the program, the fellow would be led to examine critically his/her own personal philosophy and values as they relate to instruction and membership in the faculty. There would be close study of various instructional strategies, curricular designs, methods of evaluation, as well as attention to interpersonal relations and communication skills.

Interns would be thoroughly familiarized with the particular college of their employment, and community colleges in general, by means of lectures, readings, seminars, guest speakers, field trips, and observation of college service entities and their personnel.

During the year, the induction program would parlay the development of new faculty into a kind of development for experienced faculty by means of a mentor-intern relationship, in which the experienced faculty member would team up with an intern for advice, guidance, feedback, and transmission of expertness and experience. Also, experienced faculty members would be invited to conduct "master classes" for the new faculty, as well as for the college as a whole, on topics of special expertness or demonstration of techniques.

## JOINING WITH THE W. K. KELLOGG FOUNDATION

AS much as the idea of incorporating an induction program into the Los Medanos scheme of things appealed to the chancellor and the college president, they realized that only with the support of extramural funding could such an experimental program be tested. Knowing the W. K. Kellogg Foundation to be supportive of innovative projects in the improvement of instruction, Collins's monograph was sent to Dr. Robert E. Kinsinger, Vice-President of the W. K. Kellogg Foundation, for his review and reaction.

Kinsinger's reaction was favorable and Los Medanos College was invited to submit a grant proposal. By now Dean of Behavioral Sciences and Counseling for the rapidly evolving, but yet unopened, Los Medanos College, Collins undertook to translate the induction concept into a working plan, set in the context of Los Medanos College and the Contra Costa Community College District. Thus, planning for an induction program joined the myriad of other preparatory tasks needing consummation prior to the opening of the college. It was now late summer of 1972 and the time for opening the new campus was targetted on September, 1973.

## LOS MEDANOS COLLEGE'S PROPOSED INDUCTION PLAN

At the first of September, 1972, the Contra Costa County Community College District and Los Medanos College submitted to the W. K. Kellogg Foundation a proposal for "An Internship Model for the Induction and Development of Community College Staff Members." Support in the amount of $233,151 was requested for a period extending from January 1, 1973 to June 30, 1976.

### Program Design

In essential design and detail, the proposed program was faithful to the ideas advanced in the Collins monograph. The Los Medanos College plan for the induction and development of staff members, henceforward known as the "Kellogg Program," called for a full-scale, campus-based, and campus-managed induction program. A full-time, staff-development specialist, called the Professional Development Facilitator, was to directly supervise the program. The new institutional role of Kellogg Fellow (intern) was called into being. The Fellow was to be no different from any newly employed, first-year instructor in respect to responsibilities, rights and prerogatives under the law, policy of the District and the college, and access to services and facilities. Professional development work would be built integrally into his workload. To accommodate this work, entailing seminars, conferences, individual projects, field trips, and research and development, the Fellow's teaching load was reduced by 20% or more during the fall and spring semesters. Compensation was to be at full salary; there was to be a stipend for the summer seminar as well.

For a Fellow, the program began with the initial contacts of the screening and selection processes leading to employment. As a group, the Fellows would first convene for the August pre-service seminar. The group would

continue with regularly scheduled meetings through the academic year.

The program was designed to familiarize the Fellows, who, as a group, would represent a broad cross section of teaching fields, with many of the standard and contemporary options for instructional strategies and curricular design. Philosophical postulates (personal, as well as institutional) were to be closely examined and traced to expression in the practice of teaching and in institutional policies and practices.

The program was described as a spiral, stressing the enlargement and encompassment of knowledge by the Fellow as the gyres of the spiral passed again and again in sweeps of ascending complexity and sophistication across the topical areas of self, college, student, content, and method.

PROGRAM GOALS

Goals for the induction program sort themselves into two categories on an "external" and "internal" basis. "External" goals are those that have to do with program being a pilot project, a first of a kind; these can be called "pilot project goals." Internal goals are those that have to do with the anticipated effects of the program on the participants involved and the host institution; these can be called "program goals."

Pilot Project Goals

The pilot project dimension of the induction program is certainly what recommended it to the W. K. Kellogg Foundation and won its support. The Foundation was interested in having Los Medanos College take a run at an idea that appeared to have broad utility and applicability throughout institutions of education. This, then, is a

basic goal: to see if it can be done. And if it can be done, how is it best done? What can be learned from the experience? What can usefully be disseminated and how? The broad "pilot project" goal can be stated:

> To implement, test, and further develop an induction model for professional development of community college staff.

Depending from this broad goal are sub-goals of program evaluation, preparation of reports, and dissemination of findings.

The broad goal enjoins the program to undertake a test of the arguments for induction in the reality of a field experiment, and to continually develop and test methods, materials, processes, and policies. Related to the broad goal is also an implied open-end goal, which is perhaps best stated as a question, "Given the operation of an induction program, what might happen as a consequence, in respect to the professional development facilitator position, other potential areas for staff development, and other aspects of the institution?"

In making the case for induction, the argument was offered that an induction program would not be prohibitively expensive. Thus, one "external" goal for the program is to ascertain the costs of employing new instructors with the backup of an induction program, and to contrast these costs of the usual way of hiring experienced instructors without an induction program.

Internal Program Goals

More specific goals have to do with the relationships of the program to the host college, and the presumed beneficiaries of the program. It was certainly the prospect of valuable pay-offs that secured the interest of the college

in the program. The college saw in the program an agency by which institutional goals might be pursued, philosophies propounded for intelligent and informed response, and commitments fulfilled. Thus, these program goals:

> To develop professional staff members effective in their instruction; knowledgeable of the college structure, philosophy, and goals; and knowledgeable of the community college concept.

The college also saw in the program a way to fulfill a commitment to diversity in staffing which, given the recruitment pools, would require the employment of inexperienced, usually young, instructors. Expressed as a program goal, this would be:

> To promote the attainment, by the college, of its affirmative action goals.

PROGRAM EVALUATION

A plan for evaluating the program was designed by Leland L. Medsker, Professor of Higher Education, Emeritus, University of California, Berkeley, and former Director, Center of Research and Development, University of California, Berkeley. Medsker's plan called for a three-year, longitudinal study. The evaluation would be conducted by himself and Chancellor Emeritus Karl C. Drexel, with participation by key campus personnel and Kellogg Fellows.

Data was to be gathered at annual intervals by means of questionnaires, interviews, observations, available documents, and selected instruments. The instruments to be used were The Institutional Goals Inventory, The Omnibus Personality Inventory, and The Medsker National Study of Community College Questionnaire (Short Form). Interviews were conducted and the instruments administered on

a pre and post basis. Questionnaires eliciting Fellows' perceptions and evaluations of the program were regularly administered through each program year and followed by a "Post Program Reflections" questionnaire, administered to Fellows a year after they completed the program.

Well aware of the research problems involved, Medsker fixed the assessment of the program on the Fellow. His plan sought answers to the question: What impact did the program have on the Fellows? The assessment of impact, as told by the Fellows themselves and other data is reported in Chapter Six, "The Induction Program: An Assessment."

An appraisal of the induction model, the program, and the position of Professional Development Facilitator was called for, and will be reported in Chapter Seven, "The Induction Program: An Appraisal." A report on salary costs was called for by Medsker and these are reported in Chapter Seven as well.

THE AWARD OF THE GRANT

The proposal brought an enthusiastic response and helpful suggestions from the W. K. Kellogg Foundation. Upon official notification of award of the grant, putting the plan into motion became a top priority task for the college. One of the first steps was to advertise for the position of Professional Development Facilitator.

From the numerous applicants Chester H. Case was chosen. At the time of his appointment, Case was on the faculty of the School of Education, University of California, Berkeley. In his ten years at Berkeley, he had directed various programs in community college instructor preparation and been a supervisor in teacher education.

Prior to joining the University, he had taught at the community college and secondary school levels and had written extensively on curriculum, teaching, evaluation, and staff development.

The new Facilitator joined the nascent college as a consultant in the spring of 1973. Immediately he became involved in the interviewing processes for the new faculty members, of whom sixteen were to be the first contingent of Kellogg Fellows. His primary charge was the Kellogg Program. In addition to filling in the details of the program plan and developing and gathering materials, he participated in the many discussions related to preparations for opening the college through the spring and into the beginning of the fiscal year, when he became full-time. The office for professional development was now fully established and staffed.

Because of construction delays, the college could not open as planned in September, 1973, and corresponding adjustments had to be made in the grant agreement. The staff, housed at Diablo Valley College and teaching classes there, still maintained its identity, and the Kellogg Program went forward as planned.

## CHAPTER THREE

## THE INDUCTION PROGRAM: ORGANIZATION & PROCESSES

### INTRODUCTION: THE NEW SETTING

Architecturally striking, shiny new, and well equipped and functioning, Los Medanos College officially opened in September, 1974. Through the preceding August, the second contingent of eleven Fellows had been in summer seminar. While the first Kellogg group (gathered in August, 1973 at Diablo Valley College) had dealt with the futurity of what Los Medanos College might be, the second group dealt with what Los Medanos College had already become. In one, short, intense year, even though on another campus, the college had taken on a complex of meaning. This set a pattern: each successive year, the summer seminar has had more history to absorb, until now a major objective is familiarization with the "Los Medanos Way" and how it came to be.

As in the first year, the year 1974-75 saw intense curriculum development activity, only now it was informed by the reality of having the community enrolling in the classes. Also, now housed in its own proper physical setting, the management structure of the college was activated and the governance system further developed. In enrollment the college grew rapidly, from 3,904 in September, 1974, to 5,227 in September, 1975. An enrollment of 5,135 in September, 1976 suggests that the rapid growth of the first two years has slowed, at least for the present.

There were 9 Kellogg Fellows in 1975-76, the second year on the new campus (but the third year of the program). Reflecting the leveling off of faculty growth, there are 4 Fellows in the 1976-77 program. If the word for what the advance planners did was "to propose," and the words for what the Los Medanos College personnel did in the first and second years was "to implement" and "to refine," then the word for the third year was "to consolidate." Los Medanos had become a going concern very rapidly, with one year's controversial innovations becoming the next year's status quo.

As of September, 1976, Los Medanos College had 76 full-time faculty, 17 administrators on the management team, and a classified staff of 82. Forty Fellows had been through the Kellogg Program. More than 5,000 students enrolled in the day and evening classes of the general education and transfer program, enrichment courses, the 19 career education programs, and in continuing education. It has been in this setting that the induction model became a working program.

## ORGANIZATIONAL FEATURES OF THE INDUCTION PROGRAM

### Program Status

The fact that the induction program had the status of a program has been very important. By virtue of being a program, the induction project had a solid bond to the official and legitimate activities of the college. Though a "soft money" project, it was solidly entrenched. As a program, it had personnel (the Professional Development Facilitator and a program secretary) and claims on the time, skills, and advice of resource persons in the college, such as the Director of Learning Resources. The program director (the Professional Development Facilitator) from the beginning had administrative rank just below that of a dean, but

reported directly to the president, and was included, fully and integrally, in the management of the college.

The advantages of "program status" quickly became apparent. Most colleges have the makings of a staff development program already, except that the parts are disjointed and scattered in the form of workshops, seminars, incentive grants for travel and/or innovation, sabbatical and travel leaves, speaker's series, and the like. Lacking is the consolidation of these components into a program format with a centralization of planning, direction, funding, and accountability. According staff development the status of program is an essential first step.

Management and Accountability

The management of the induction program rests, ultimately, with the college President. The President assigns program direction to the Professional Development Facilitator.

As the originator of the grant proposal and strong advocate of the induction program, Dean Charles C. Collins exercised considerable influence on the direction of the program and remained the chief link with the funding source, the W. K. Kellogg Foundation. He also participates actively in the program as a resource person and seminar leader.

The Professional Development Facilitator is directly accountable to the college President for the attainment of the program goals and objectives. The college President evaluates the Facilitator and may solicit data toward this end from throughout the college. Another aspect of accountability derives from the obligation incurred by the college and district in accepting the grant from W. K. Kellogg. Los Medanos College has been obliged to supply annual

reports on program activities and a financial statement, as well as this end-of-grant report. Accepting the grant also lodged with Los Medanos College a professional obligation to the field to share its experience with colleagues and to disseminate findings. The program is also accountable to the Fellows who participate in the evaluation of the program and of the Facilitator.

Organizational Basis

Three features stand out as the organizational basis of the induction program. First, the time frame extends over the academic year and includes a three-week pre-service seminar. The summer seminar is full-time, all day, every day, for the three weeks. During the fall and spring semesters, regular times for meetings of the Fellows are scheduled and incorporated into the teaching assignments of each one. Six hours per week are so scheduled. Not all of the time is spent in seminar, as Fellows also undertake individual projects, consultations, field trips, and other activities that do not require a group meeting.

The second feature is that the program is group based. Each year, the Fellows constitute a group which stays together from August until the end of the Spring semester. The group is the seminar, which convenes regularly and frequently to share experiences, to discuss topics and issues, to hear lectures and speakers, and to participate in exercises and demonstrations. The group becomes a home base for Fellows, and a significant, influential reference group. Being group based does not preclude individual projects and activities such as consultations and classroom visits by the Facilitator.

Third, the Facilitator's role, in respect to the induction program, is very active. In addition to program

planning, development, evaluation and management, he is very much a "practitioner" of pedagogy, being heavily involved in curriculum development, instructional strategies, evaluation, and the like in his work with the Fellows, and with the rest of the instructional staff.

Essential Roles

The induction model calls into being two roles new to community college education and probably new to higher education in general. These are the role of the fellow, and the role of the professional development facilitator.

The Role of Fellow: The role of fellow may well be *sui generis* in the community college. The term "fellow" hints at commonalities with other "fellow" roles (such as the Woodrow Wilson Fellowship, the post-doctoral fellowship, the Guggenheim Fellow) but there is no resemblance. The term was chosen almost as a last resort when the powers of invention failed to turn up a new term for a new role. There are roles in education that have an ostensible kinship with the fellow role in that they describe a learner--such as teaching assistant, student teacher, intern, even assistant professor--but even these roles are quite different.

The role of fellow in the induction program is unique in the way it combines the ordinary attributes of the new instructor with important re-definitions of function and expectation. The important thing is to recognize that the fellow is a full-fledged faculty member occupying a transitional status for a year, during which time arrangements, programmatic and individual, are made to facilitate personal and professional development and the assimilation of the role of community college instructor.

Though the fellow is typically new to community college teaching, he/she is unfairly called a "rookie teacher." The fellow teaches regular courses and is evaluated under the same policy as other first-year instructors. The fellow is obligated to the same conditions of service as any other instructor. He/she is assigned a regular faculty office and has full access to the resources and services of the college. The fellow is as involved in the governance system as anyone else. The fellow may, or may not, at his/her election, become involved in professional organizations, or stand for election to college committees. The fellow is paid full salary according to standard salary placement procedures and accrues the same package of benefits. A student would not know a fellow as a fellow from any outward sign or designation.

There are differences between the fellow and the new instructor who is not a fellow. The fellow's role accommodates the work of induction, which is not an add-on but an instead-of responsibility. The role calls for a reduction of a normal load, the time thus gained being assigned to the induction program. In assigning classes to the fellow, the number and variety of preparations is kept at a minimum. Fellows are strongly discouraged from taking on extra teaching assignments. Thus, the role defines the work of professional development via the induction program as a part of the work load of the fellow. The importance of the sanctioned and legitimated integration of the work of professional development into the normal and regular assignment of the fellow can scarcely be overstated.

Because it is transitional, the role of fellow is quite different from one of entry or apprenticeship in which a person spends a period of time training to become qualified for admission to a larger role. The fellow is already admitted to the larger role by virtue of his/her

background expertness in a subject matter field or occupational specialty, and by the act of employment as a first-year teacher. The transition is like the transition of the learner acquiring skills, knowledge, attitudes and beliefs as he/she moves toward a realization of personal potential in a role. In a sense, the transition is movement within the role of instructor; the fellow is never less than an instructor.

The role is workable and is well accepted in the organizational setting. It is a valued role, the payoffs of which are clearly discernable. As one fellow put it, the reduction in load is "...a sweet deal." The colleagueship with other fellows is rated highly by each of them. As a transitional role, it is self-liquidating. It is the nature of the induction process itself to carry the fellow toward a secure self-concept as a regular faculty member and a <u>former</u> "Kellogg."

<u>Who Becomes a Fellow</u>: At Los Medanos College, a person becomes a fellow through the normal college and district processes of recruitment, screening, and selection. One does not apply to be a Los Medanos College Fellow. One cannot be a fellow without being a Los Medanos College faculty member. Positions to be filled may or may not be designed as suitable for a fellow to fill. If the position requires a good deal of experience and specialized knowledge, then a seasoned veteran would be sought out. Thus, many of the Los Medanos College faculty were necessarily hired as "start-up" persons and were not included in the induction program. If the position did not demand a high order of specialized entry competencies, then it would be open for a fellow. The strong administrative support of the program encouraged faculty and administrators to try to fill as many openings with fellows as possible.

Apart from qualification (in terms of academic or occupational background, communication and interpersonal skills, orientation toward people, and a sincere interest in teaching), a prospective fellow would be expected to give indications of a strong potential for effective instruction, to contribute to the complex mosaic of institutional needs in terms of sex, race, ethnicity, age, and to have had little or no teaching experience in community college teaching.

With the induction program as a backup, interviewing teams and administrators could take risks in hiring inexperienced, "non-traditional," and sometimes quite young persons of high potential, and designating them as "Fellows." As Table III below shows, the induction program was a very important vehicle for the attainment of affirmative action goals.

Who Are the Fellows? Table I shows the number of persons employed as Kellogg Fellows. Non-fellow faculty hires are also shown for contrast. It can be noted that, as of the fourth year, a little over half of the faculty have been through the induction program.

Table II depicts the diversity of teaching fields represented among the fellows in each of the program years.

Table III illustrates the diversity of the fellows in terms of categories prescribed for affirmative action reporting. (See Tables I, II, and III on next three pages.)

TABLE I

Comparison of Hires
of
Fellows to Non-Kellogg Fellows

| | Kellogg Fellows | Non Kellogg Fellows | Total |
|---|---|---|---|
| 1973-4 | 16 | 17 | 33 |
| 1974-5 | 11 | 17 | 28 |
| 1975-6 | 9 | 2 | 11 |
| 1976-7 | 4 | 2 | 6 |
| TOTAL | 40 | 38 | 78 |

TABLE II

Teaching Fields of Kellogg Fellows

| 1973-4 | 1974-5 |
|---|---|
| 1. History<br>2. Economics<br>3. English/Reading<br>4. Sociology/Counseling<br>5. Sociology/Counseling<br>6. Secretarial Science<br>7. Mathematics<br>8. Early Childhood Development<br>9. Art/Sculpture<br>10. Psychology/Counseling<br>11. Speech<br>12. Small Engine Repair<br>13. English/Composition<br>14. Psychology/Counseling<br>15. Biology<br>16. Psychology/Counseling | 1. English/Composition<br>2. Anthropology/Counseling<br>3. English/Reading<br>4. Appliance Repair<br>5. Radio & Television Service<br>6. Sociology/Counseling<br>7. Astronomy<br>8. Journalism<br>9. Police Science<br>10. Political Science<br>11. Physical Education/Women's Sports |

| 1975-6 | 1976-7 |
|---|---|
| 1. Biology<br>2. Painting<br>3. Dietetics<br>4. Dance<br>5. Sociology/Counseling<br>6. Nursing<br>7. Speech<br>8. Librarian<br>9. Chemistry | 1. Chemistry<br>2. Mathematics<br>3. Music<br>4. English/Reading |

TABLE III

Distribution of Kellogg Fellows
By
Sex and Ethnic/Racial Categories

| | Male | Female | Asian/ Filipino | Black | Chicano/ Latino | White |
|---|---|---|---|---|---|---|
| 1973-4 N=16 | 8 | 8 | 1 | 5 | 3 | 7 |
| 1974-5 N=11 | 7 | 4 | 2 | 2 | 1 | 6 |
| 1975-6 N=9 | 6 | 3 | | 1 | 2 | 6 |
| 1976-7 N=4 | 1 | 3 | | | 1 | 3 |
| TOTAL | 22 | 18 | 3 | 8 | 7 | 22 |

Role of the Professional Development Facilitator: Another role called into being by the induction model is that of the professional development facilitator. This role is not entirely sui generis in the community college, though it is distinctive in comparison with other similar roles. It has a family resemblance to the EDO (educational development officer) and to some directors of educational development. Distinctive about the professional development facilitator role is that it is a full-time, staff-administrative position, uncluttered with a miscellany of staff-type tasks

(institutional research, special projects, and the like). The role is focused on the practice of staff development; thus there is a strong "practitioner" flavor to the role. The "facilitator" part of the title keynotes the role.

Because the role has been discussed before and will be taken up for close consideration in Chapter 5, what will be said here will have to do only with the relationship of the role to the induction program and the fellows.

The professional development facilitator role is critically important in the induction program. The role particulars include the management of the program in respect to budgeting, scheduling, planning and conducting events, and maintaining an advocacy of the program in college-wide planning processes. The facilitator is the vital link between the college and the program. As a practitioner, the facilitator conducts program seminars, exercises and demonstrations, lectures, leads discussions, and works with individuals. Required of the role is a constant "reading" of the needs of the fellows, as individuals and as a group, and of translating these needs into program activities. Similarly, the role requires a constant "reading" of the needs of the institution and the incorporation of these into the program.

Vis-a-vis the Kellogg Fellow, the Los Medanos College Professional Development Facilitator role brings early and continuous contact. The facilitator participates in screening and selection interviews (with input in the discussion but with no vote) and makes first contact with the prospective fellow at that time. When a fellow has been selected, further contact is made to discuss the program, the role of the fellow, and the part to be played by the facilitator. Thus begins the process of getting acquainted. A "Statement of Willingness to Parti-

cipate," which further specifies the obligations of the fellow and the college, is sent by the facilitator to the new fellow for study and signature.

In addition to work with the fellows in the seminar, the facilitator does extensive work with individuals. Work is done on the individual projects each fellow contracts for in the fall and spring semesters, as well as with matters that come up with individuals in the course of their teaching. These matters may range widely to include curriculum design, evaluation of student work, lecturing techniques, leading discussions, interpersonal relations with students, and selection of instructional strategies. Classroom visits by the facilitator, with or without the videotape outfit to record the proceedings, are a frequent aspect of interaction. One to one conversations bring the fellow and the facilitator to reflections on experiences, interpretations of the college, colleague's actions, the exploration of personal and professional concerns.

This brief sketch of the role of the professional development facilitator should indicate its centrality in induction. More will be said on the larger role of the facilitator in Chapter 5.

## PROCESSES IN THE INDUCTION PROGRAM

A description of the induction program would not be complete without a mention of two of the more prominent processes that thread through and animate the induction year: socialization and the migration of needs.

The failure, or lukewarm success, of many attempts at staff development can be traced to a failure to put the staff development plan in synchronization with the most basic processes inherent in organizations and in human development. A first task for a staff development project

is to corral and domesticate key processes for the benefit of the institution and the persons who serve the institution.

Induction as Socialization

The induction program taps into the socialization process inherent in any kind of organization that depends on the learning of role functions and norms by the "work force" for its successful functioning.

A socialization process is going to go on, of course, with or without a systematized induction program. Invariably, a neophyte will learn (in some fashion) the norms, expectations, and obligations of the role he/she aspires to occupy. They learn the "shoulds" and "oughts" and "do's" and "don'ts" associated with the role. This process is typically "undomesticated" in college settings and the neophyte learns, or mis-learns, by whatever means are available. For the neophyte struggling to learn how "to do it right," the result can be painful, inefficient trial and error.

An induction program improves on the usual disjointed happenstance processes of informal socialization. The program defines a transitional role (fellow), exposes the fellow to a broad range of information on how to teach, sets up a context for dialogue with colleagues from across the curriculum and administration and, in a very self-conscious way, repeatedly brings up the question for discussion, "What is an instructor? What is appropriate for an instructor?" The program consciously sets out to promote the acceptance of such norms as flexibility, responsible experimentation, respect for students, communication with colleagues. The process takes place in the setting of an interactive group with a "mentor"-type of role, played by the professional development facilitator.

The words of three fellows tell about the socialization process and their self concept as instructor. One said: [1]

> In my opinion, Kellogg was an essential socialization agent at LMC--supplying me with a clarified "role" (new instructor and learner both). I did not have to pretend I was an expert. I was informed of administrative expectations, etc., directly and not "through the grapevine" of other people's perceptions.
>
> Kellogg helped me to clarify and explore many of my ideas about teaching. It provided the stimulus and exposure to new and additional techniques. Discussion and exposure to others also tended to "whet my appetite" to find new ways of doing things. I think Kellogg helped create a well-rounded perspective from which to understand and explore my feelings and attitudes.

Another fellow tells how the values, explicit or implicit of the seminar and the professional development facilitator, can induce change...with consequences that may need re-dress:

> I was fairly self-confident regarding my lecturing ability when I started Kellogg. There was a tendency to downgrade any strategies which were "directive" so I became less confident lecturing--seeing myself as "too directive." Some students began to comment on my not being directive enough, so I think this aspect hurt me some. On the other hand, I became more confident and more interested in using other techniques.

Still another fellow touches upon the norm-building aspect of the program:

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[1] These and subsequent quotations of fellows are from "Post Program Reflections" questionnaires, administered to former fellows late in the spring, following their Kellogg year.

> Kellogg forced Fellows to consider innovative instructional strategies and gave us some of the skills necessary to implement them. I liked the climate which emphasized experimentation and avoiding the "we've always done it this way" approach.

Migration of Need

The fellow does not stay a fellow; the neophyte, at some point, ceases to be a neophyte. As this transition goes on apace, there is, for the fellow, a migration of need. During the first year of the induction program, it became apparent that there was a path that the migration followed. This is a broad path with important loops and detours to it. In the general trend, the migration went from the need for entry ("survival" skills aimed at initial classroom functioning), to a need for testing, refinement, consolidation, and confirmation of skills and knowledge and, finally, to a need to critically examine the big picture of the college in respect to philosophy, premises, priorities, and policy.

The needs of the fellow shift during the induction year. The shifts, revealing the operation of career, stage-like developments, signal one process to which staff development needs to be synchronized--that of migration of need. How this migration of need has been accommodated in the curriculum of induction can be seen in the next chapter.

## CHAPTER FOUR

## THE INDUCTION PROGRAM: THE CURRICULUM OF INDUCTION

### INTRODUCTION

The experience at Los Medanos College has shown that there is a curriculum of induction and suggests very strongly that there is a curriculum of staff development in general. This is taking the term curriculum in its best sense: a sequence of teaching/learning activities organized to bring a specified group of learners to the attainment of stated goals and objectives. In typical current practice, most staff development activities are not, strictly speaking, curriculum based--but are more in the order of learning episodes, events, or open-ended experiences.

The advantage accrues to the staff development program that is conceptualized as a curriculum. For one thing, thinking in terms of curriculum planning is familiar to most educators; and they know how to do it. Further, to plan a curriculum forces attention to certain questions in a way that cannot but improve any staff development programming: Who are the learners? What are their needs? What is their readiness? What is worth learning? What is worth teaching? What are the goals and objectives? What instructional designs and instructional strategies and processes will best serve the learner? How will the learner be evaluated? How will the

teaching be evaluated? Finally, to think of staff development as a curriculum is to couch staff development in the terms of a learning model, a viewpoint that gives the program a direction that is humane, positive, growth-oriented, and on-going.

Saying that the Los Medanos College experience has shown that there is such a thing as a curriculum of induction doesn't mean the college has the definitive one all worked out. To the contrary, there is a great deal more to be learned. Three years has been long enough to test and validate the original conceptualization and to begin the time-consuming task of gathering and developing materials, finding appropriate teaching/learning strategies, refining goals and objectives, and settling on a suitable pace and sequence. It will take years to fully evolve any kind of "standard" induction curriculum. That task will require the inputs of many more induction programs, in many other settings, and a great deal of interaction among staff development persons, scholars, and theorists.

## OVERVIEW OF THE LOS MEDANOS COLLEGE INDUCTION CURRICULUM

The Los Medanos College induction program has a curriculum improved by three years of experience and refinement. The curriculum steers toward goals of familiarization with the college, development of skills, knowledge, and attitudes, and adoption of the role of instructor. The content embraces the topical areas of self, college, student, instruction, and curriculum. A wide variety of teaching/learning procedures are used during the three phases of the program--summer, spring, and fall. Throughout, a balance is sought between structure and flexibility, prescription and needs assessment, group and individual work. The fellows form a group which, with the leadership of the facilitator, is the organizational base of the curriculum.

## ASSUMPTIONS AND PLANNING PREMISES

Any curriculum is built upon the following "internal" assumptions and planning premises.

### Assumptions

Key assumptions are made about the learners in the induction program (fellows). It is assumed that the fellow is a willing learner, adult, and strongly motivated to succeed at the task at hand, which is to gain proficiency at his/her chosen work of community college instruction. As adult learners, fellows require a sensible curriculum which they can influence and question as to relevance and rationale.

Fellows will be diverse, it is assumed, in respect to teaching fields, age, sex, race, ethnicity, viewpoint, and values--and in life experience in and out of education. They are also diversified in approaches to teaching and in styles of teaching. As a result, it can be assumed that there is much they can teach each other.

The assumption is that fellows will have full and busy lives during the induction year. The work of the induction program will compete for attention against the work of preparing class materials and teaching strategies, as well as the everyday demands of being a faculty member. Moreover, fellows will devote time and energy to their personal lives. At the outset of the induction year it is assumed that anxieties among the fellows will run high but will abate as the fall semester progresses and then drop sharply twice in the spring--first, just after the start of the second semester and, again, after contracts for the second year have been offered by the governing board.

A very basic assumption to the program is that the fellow is hired for his/her potential as a successful instructor. The college may take a risk in hiring a young and inexperienced fellow, but the "bet" is on a positive outcome. However, it is not assumed that all fellows will be rehired.

To summarize, it is assumed that fellows (as learners) are motivated, willing, rightfully critical, and concerned with the curriculum--self-consciously working on personal and professional growth, supportive of one another and, in their diversity, teachers to one another. It is assumed that the needs of the fellow dovetail with the needs of the institution, and that the success of a fellow is a success for the institution.

## Planning Premises

The Spiral Curriculum: The spiral is an apt metaphor to describe the curriculum. It describes a path that originates in a tight curve over a small space, then sweeps outward and upward in ever-widening gyres. The spiral ever sweeps back upon, and above, itself. It is not linear nor, strictly speaking, additive. It is simultaneous and encompassing, with each sweep enriching the previous.

The premise about the shape of the curriculum of instruction, then, takes the learner through the same areas (self, college, student, instruction, curriculum) again and again, each time on an ascending level of complexity. The intent is to broaden, to enrich, to increase the sophistication of understanding and insight. To mix the metaphor slightly, the first sweep of the spiral (during the summer seminar) is a time for planting seeds, the growth from which is encountered repeatedly in successive sweeps.

The curriculum of induction is very much like the act of teaching itself in that everything happens at once, over and over again.

Migration of Need and Shift of Emphasis: The path of the spiral is not random; the succession of emphases in the curriculum is not by happenstance. The premise is that a shift in emphasis is required to match the migration of needs. The shift of emphasis is essentially one that goes from the immediate, "nut-and-bolts," day-to-day classroom functioning concerns, to the more abstract matters of philosophy, educational policy, social issues, and theories of learning and curriculum design.

Prescription and Needs Assessment: There is an important companion premise, and sometimes corrective, of the above. That is, the learner will not always be the best judge of what he/she needs. Consequently, the prescription of curriculum is in order.

The curriculum should be an integration of that which is prescribed and that which is based on assessment of the needs of the learners. Prescription tells the learner what he/she ought to learn in the best and considered judgment of the program planner who, in turn, must consider the needs of the institution and the requirements of the profession, as well as of the learner. Needs assessment tells what the learner feels he/she needs to learn. How the two can be blended together is illustrated by an assignment made during the summer seminar. This assignment calls for the preparation of a hand-out for students on the first day of class. The hand-out, the assignment specifies, should tell the student in an easy, non-technical way about the course content, evaluation policy and practice, materials and methods, and other useful information. The prescription of this assignment is based on its effectiveness

in literally forcing the issue of how a fellow is to organize for instruction. The needs assessment aspect of the assignment is based on the strong and insistent need of the fellow to "get ready for the first day..."

Structure/Flexibility, Individual/Group: A constant concern for the curriculum must be that of maintaining balance. A balance, a "just proportion," must be struck between prescription and needs assessment. Similarly, a balance must be maintained between structure and flexibility and the individual and the group.

Finding and maintaining a "just" balance is a task requiring the constant interaction of the program director and the participants. The diverse backgrounds, experience, and needs of the individual dictate that there should be adequate opportunity for personalizing the curriculum, through individual projects and one-to-one conferences. At the same time, the group is the best place for sharing experiences, giving and getting feedback, finding out how teaching is done in other fields, and experiencing the viewpoints and values of others.

Fellows as learners display diversity in orientation to structure/flexibility, directiveness/permissiveness. One may steadily insist on more structure, while the thought may repulse another. There is no way to please everyone. The best approach seems to be to begin with a structure that specifies goals and/or emphases and a time line, and that clarifies expectations upon the fellow; but to build into the structure ample openings for the spontaneous discussion, the timely topic, the needful sharing.

Learning by Doing: Another premise is that learning will be joined with experience wherever possible. This premise

is key to the induction concept as it directs the curriculum to fully appreciate the opportunities for learning offered by the setting and role of the fellow. Fellows are learning by doing. The fellow can pick up an idea in the seminar and test it in the reality of his/her own classroom right away and then bring the results back to the group for rumination.

Another aspect of this premise is that techniques of instruction, curriculum, and communication are taught by demonstration. To explore the lecture as a mode of instruction, the facilitator gives a lecture which is then dissected as to content, format, delivery, strengths, and weaknesses as a strategy. Quizzes are studied by taking a quiz.

CONTENT AREAS

The content of the induction curriculum separates conveniently into five topical areas: self, student, curriculum, and instruction.

Self

The induction year is eminently a year of self-discovery, developing self-confidence, and fitting the self to the role of instructor. Communication traits and patterns in interpersonal relationships are identified in the course of the program. Personal beliefs and values, as they relate to being a faculty member, are explored. Feedback, through video-taped peer teaching and other exercises, is offered to fellows on how they come across as an instructor. Variations on the role of instructor are introduced and discussed.

Student

The induction concept rests on the premise that there is a need to prepare instructors to effectively

teach the "New Student"; therefore, the characteristics of the "New Student" and the implications of these characteristics is given a premier place in the curriculum.

Attention is focused on student learning throughout the induction year. Learning and learning disabilities are discussed, as are those attributes now coming to be called "factors of the mind." Locus-of-control theory, field dependence-independence are brought up, as are questions of patterns and modes of thinking, as in creativity, intuition, conceptualizing, concrete and formal thinking. Relations with students are explored through discussion of case studies and other instances, value clarification, and role playing.

College

The induction curriculum has several facets relating to the college. Emphasis is placed on familiarization with the immediate college environment, which includes acquaintance with persons, places, procedures and policies. Descriptions, and the critique of major curricular patterns (such as the college's elaborate and integrated general education program and the career education programs) continue throughout the year. Early in the program, the fellow is introduced to key college functions like registration, business, media services, duplication services, and the persons associated with them. Later in the year, the philosophical premises and postulates underlying the college's governance plan, organizational structure, commitments and college goals are examined. Toward the end of the year, the fellow is introduced to the concept of the contemporary community college, the statewide and national "establishment" and the history of the movement.

Curriculum

Fellows are introduced to many models for curriculum design. Auto-tutorial packages, personalized systems of instruction, and mediated instruction are discussed and, in some cases, developed. Educational terminology is introduced. Benjamin Bloom's taxonomy and its applications to curriculum design, evaluation, and questioning strategies is introduced, along with concepts such as mastery of learning and multi-level curriculum. Given Los Medanos College's commitment to infusing women's and minority perspectives and concerns throughout the curriculum, the rationale and applications of multi-cultural learning are given a careful examination, both as to theory and practice.

On the practical level, techniques for the design of lesson plans, unit plans, and course outlines are introduced. The testing, scoring, and grading of student work is studied and options considered.

Philosophical postulates and arguments come to the fore toward the end of the year. The basic curriculum question is asked, "What is worth the learning? What is worth the teaching?" Also, the rationale for the curricular patterns prevailing at Los Medanos College is closely examined. Personal values and beliefs, and the implications they bear for teaching, are examined as well.

Instruction

The idea is to expose each fellow to a wide range of options in instructional strategies and curriculum design, regardless of subject area and teaching assignments. The object is to open up possibilities, to encourage invention, and to encourage the notion that the well-prepared instructor is a student of instruction wherever and when-

ever it occurs. The group critiques standard and innovative instructional strategies. For instance, these are critically examined: the lecture, the lecture with questions and answers, lecture-discussion, discussion, student groups, tutorial, laboratory, independent studies. Also, these strategies are tried out: role playing, socio-drama, gaming, simulations, brainstorming, and value clarification. The uses and abuses of media and audio-visual devices are reviewed.

## Planning for the Unplanned

Experience has demonstrated that, in addition to the above, there are almost predictably recurrent topics immanent in the induction process. These topics cannot be actually planned for, but will invariably appear. These are the fortuitous topics that enliven discussions and, in timely fashion, link the work of the seminar to the reality of the job. What happens can perhaps best be summed up in a comment made by a former fellow to a current one, "What I really liked about the program was getting together to share our problems and experiences." The problems and experiences run the gamut, criss-crossing the five areas in seemingly endless combinations and recombinations.

## Instructional Strategies of the Program

Instructional strategies are both a means and an end in the curriculum of induction. Work in instructional strategies involves much "learning by doing." For instance, when the topic is interpersonal communication between an instructor and a student in office-hour setting, it is explored by means of role playing. The role playing itself, then, is examined, critiqued, and evaluated as an instructional strategy.

Lectures may be given to the seminar and then discussed as to both content and form. So also the techniques of discussion leading are explored by leading discussions. Applications of teaching strategies are demonstrated by fellows to the group, sometimes before the video-tape recorder, and then examined.

Guest speakers are used sparingly, but to good effect on specialized topics, such as learning theory, multi-cultural education, or Piaget's concepts of concrete and formal thinking.

In addition to work done in the group, the fellow works individually. Fellows are to design and contract for individual projects with immediate classroom applications in mind. One-to-one conferences between a fellow and the facilitator, or other resource persons, are frequent. Also, on an individual level, the facilitator visits fellow's classes to gather data to feed back to the fellow on teaching style, classroom atmosphere, interactions, attainment of instructional goals, and any of the myriad of topics that present themselves in the course of a class session. Frequent use is made of the portable video-tape recorder in these visits. Together, viewing the playback of the tape, the fellow and the facilitator find many topics to discuss.

Packaging the Curriculum

The curriculum of induction is packaged in a series of nine one-unit courses. These are regular college courses, listed in the college catalogue in the Professional Staff Development Series. Three courses are taken in the summer seminar, followed by three in both the fall and spring semesters. Fellows receive unit credit for the courses, which apply toward the professional growth require-

ment for salary advancement. As these are regular courses, the college receives apportionment for the student's attendance.

## THE THREE PHASES

### Phase I, The Summer Seminar

The summer seminar meets every day for the three weeks in August preceding the opening of classes. Fellows engage in group activities and in individual projects, prepare for instruction, and have conferences with the facilitator, each other, and other resource persons. Because the seminar takes place on campus, the fellow has the ideal opportunity to settle into his/her office, locate and try out the support services, and generally begin the long process of learning the ropes.

The summer seminar thus initiates the spiral of the curriculum. Program goals, emphasized in the summer, include familiarization to Los Medanos College, its communities, the open door community college concept, consideration of basic instructional strategies and curriculum design, practice in communications skills and interpersonal relations, basic planning and preparation for instruction, and acquaintance with learning theories and student characteristics. Becoming aware of oneself as an instructor is another goal, as is getting to know one another, establishing rapport, and developing group cohesion.

The calendar presented here of the 1976 summer seminar shows the format, selection and sequence of topics. (See pages 52, 53, and 54.)

TABLE IV--CALENDAR FOR SUMMER SEMINAR
August 2-20, 1976

WEEK I

| | | | |
|---|---|---|---|
| MONDAY | 8:30-Introductions: Overview of<br>9:45 Plan, Goals & Expectations<br><br>10:00-Communication Exercise<br>10:30<br><br>10:30-Tour of LMC and Fellow's<br>11:30 Offices | | 1:00-Introduction to LMC:<br>2:30 -History<br>-Goals<br>-Features<br>Dean Charles Collins |
| TUESDAY | 8:30-Communication Exercise:<br>10:00 Giving Directions<br><br>10:30-Introduction to the<br>11:30 Business Office<br>James Hill, Business Officer<br><br>Discussion:<br>Getting Ready for Instruction | | 1:00-Curriculum Design<br>2:30 -Domains of Learning<br>-Multi-level Curriculum |
| WEDNESDAY | 8:30-Communication Exercise:<br>10:00 Describing<br>Explaining<br>Demonstrating<br><br>10:00-Individual Projects<br>12:00 | | 1:00-Introduction to the Learning<br>3:00 Resource Center, Media, A-V, and Central Services<br>Don Donatelli, Director<br>Learning Resources |
| THURSDAY | 8:30-Communication Exercise<br>10:00 -Non-verbal communication<br><br>10:30-Planning Session:<br>11:30 -Review of Seminar Plan<br>-Planning Field Trip | | 1:00-Introduction to LMC's<br>2:30 Curriculum<br>-General Education<br>Generic<br>Discipline<br>Plural Pursuits<br>-Career Education |
| FRIDAY | 9:00-Field Trip of LMC<br>3:00 "Communities"<br><br>Trip Conductor:<br>Henry Lawson, Faculty Member | | |

TABLE IV--CALENDAR FOR SUMMER SEMINAR
August 2-20, 1976

WEEK II

| | | | |
|---|---|---|---|
| MONDAY | 8:30-Introduction to LMC's:<br>10:00 -Structure<br>-Governance<br>-Student Activities<br><br>10:30-Curricular Design/<br>12:00 Instructional Strategies<br><br>-Planning for Instruction | | 1:00-Meeting with Jack Carhart<br>1:30 President<br><br>1:30-Introduction to Peer Teaching<br>2:00 and Videotape Recording |
| TUESDAY | 8:30-Peer Teaching/VTR<br>10:00<br><br>10:30-Introduction to the<br>11:00 Registrar's Office<br>Thayer Johnson, Registrar<br><br>11:00-Individual Projects<br>12:00 | | 1:00-Instructional Strategies<br>3:00 -Homework<br>-Laboratory<br>-Individual Study<br>-Role Playing |
| WEDNESDAY | 8:30-Individual Projects<br>10:30<br><br>10:30-Peer Teaching/VTR<br>12:00 | | 1:00-Instructional Strategies<br>3:00 -Simulation<br>-Gaming<br>-Value Clarification |
| THURSDAY | 8:30-Individual Projects<br>10:00<br><br>10:00-Peer Teaching/VTR<br>12:00 | | 1:00-Instructional Strategies<br>3:00 -"Factors of the Mind<br>-Teaching/Learning in the<br>Affective Domain |
| FRIDAY | 9:30-Creativity Workshop<br>3:00 -Batik Making and<br>Discussion at Artist's<br>Studio | | |

TABLE IV--CALENDAR FOR SUMMER SEMINAR
August 2-20, 1976

WEEK III

| | | | |
|---|---|---|---|
| MONDAY | 8:30-Introduction to Contra Costa Community College District & Statewide C. C. Establishment<br>Karl Drexel, Chancellor Emeritus<br><br>10:00-Individual Projects<br>12:00 | | 1:00-Introduction to Counseling Services<br>2:00 -Articulating With Counselors<br>-Getting Action<br>Vince Custodio, Dean of Behavioral Science & Counseling |
| TUESDAY | 8:30-Individual Projects<br>11:00<br><br>11:00-Classroom Interaction:<br>12:00 -Questioning<br>-Listening<br>-Responding | | 12:00-Meet Counselors<br>1:00<br><br>1:00-Evaluation of Student Work<br>-Simulation<br>-Mechanics<br>-Concepts and Principles |
| WEDNESDAY | 8:30-Individual Projects<br>10:30<br><br>10:30-Classroom Interaction:<br>12:00 Leading Discussions | | 1:00-Evaluation of Student Work<br>3:00 -Concepts & Principles<br><br>-Options for Grading Systems<br>-Norm Referenced<br>-Criterion Referenced<br>-Absolute Standard<br>-Inferred |
| THURSDAY | 9:00-Curriculum: Plural<br>10:30 Pursuits<br><br>10:30-Classroom Interaction<br>12:00 -Working with Groups<br>-Evaluating Student Work | | 1:00-Review & Critique of First<br>2:00 Day Handouts |
| FRIDAY | 8:30-Peer Teaching/VTR<br>10:00<br><br>10:00-Discussion and Evaluation<br>12:00 of the Summer Seminar | | 12:00-Luncheon |

## Phase II, The Fall Semester

Phase II begins with the reality of day-to-day instruction and all that entails for the new instructor. While the summer seminar had been necessarily slanted toward the introductory, the fall semester slants toward application and experimentation. While the group remains the base for the induction program--even gaining in importance--the program also moves strongly toward the individual. The individualization is carried by an individual project component, and by more extensive and intensive one-to-one interaction between the fellow and the facilitator.

During Phase II, the spiral carries the curriculum back across self, student, college, curriculum, and instruction. Advantage is taken of the laboratory-like situation of the fellow's own teaching. In Phase II, the fellows find in one another valued resources for support and affirmation, sharing of experience, for critique and evaluation.

Program goals emphasized in Phase II include introduction of instructional strategies, experimentation with curricular design and evaluation of student work, identification and exploration of characteristic patterns in communication and interpersonal relations. Further attention is devoted to learning and learning theories, particularly those useful for assessing learning disabilities. Interpersonal relations with students and peers is taken up. Phase II also sees a good deal of discussion about the college. Policies and practices, structure and organization (formal and informal) come up for scrutiny and, in some cases, for careful interpretation. An instance is the policy for the formal evaluation of first-year instructors.

A valuable insight into program planning was gained in Phase II of 1973. A semester-long plan, with fixed dates for topics and speakers, had been set. However, there soon developed a tension between the hypothecated needs expressed in the plan and the needs expressed by the fellows. Reflection and discussion brought out the realization that in Phase II there is a prevailing need to deal with day-to-day problems of instruction, and inter-relations with students and colleagues.

Subsequently, Phase II has been planned to achieve a balance between structure and flexibility, prescription and needs assessment. Topics and activities structured with Phase II include (this list is not exhaustive; it is in no special order):

Preparing and delivering the lecture
Preparing and administering quizzes and exams
Grading
Interpersonal relations with students
Value clarification as an instructional strategy
Auto-tutorial instruction: design and delivery
Audio-visual tools
The general education program
Implementing plural pursuits
Leading discussions
Role playing
The laboratory
Evaluation
Brainstorming and the idea bath

Not planned for but evident in Phase II are topics concerning (again, this is not an exhaustive list and is in no particular order):

The aggressive student
Getting materials duplicated
How to get everything done
The way experienced faculty act
Triumphs to share
Flops to share
Consequences of ethnicity for instruction

## Phase III, The Spring Semester

The advent of the last semester of the induction year brings another noticeable shift--one toward consolidation and refinement. The seemingly endless first semester has closed with the finality of filing grade rosters. A new semester begins much like the old one, only with one very significant difference: the fellow has already taught the courses and has a set of plans, experiences, a sense of what will work, and most essential, an acute awareness of who and what he/she is as an instructor. Each individual has followed his or her own pace and pre-disposition in integrating into the life of the college. Some become active in governance almost from the start, others express a tendency toward curriculum development, others hold back, moving at a slower pace.

In a way, the advent of Phase III marks the first slow beginnings of the eventual dissolution of the group. Yet there remains a great deal to be done in the group during Phase III. One thing is to thoroughly examine the philosophical postulates underlying Los Medanos College and the concept of the open door college, the development of the community college and other segments of post-secondary education, functions and services of the college, its governance and the governance of the district. There is another round of discussion on learning theory, and a return to the theory and applications of multi-cultural education, multi-level curriculum, teaching/learning in the affective domain, and skills development.

Individual projects are again contracted for. The facilitator continues to work intensively with individuals one-to-one on curriculum and sundry topics. The in-class visits by the facilitator continue, again with frequent use of the video-tape recorder.

The spring semester phase lends itself more readily to advanced planning. The philosophy seminar, conducted weekly by Dean Collins, provides a solid continuity. (See Appendix B for a recent outline for this seminar. The Calendar for Spring, 1975 displays the topics, events, and sequence typical of Phase III.

TABLE V--CALENDAR FOR THE SPRING SEMESTER

1975

| | |
|---|---|
| Monday<br>February 3 | Planning for Spring Semester<br>Discussion, Opening the Semester |
| Wednesday<br>February 5 | Seminar: Overview and Organization Examination of Philosophical Postulates from Chap. 2, Everyman College, Charles C. Collins |
| Friday<br>February 7 | Workshop; Ways of Assessing Reading/Writing Skills...Ross MacDonald, Kellogg Fellow |
| Monday<br>February 10 | Further Planning for Spring Semester<br>Discussion |
| Wednesday<br>February 12 | Holiday |
| Friday<br>FEbruary 14 | Workshop; Curriculum--Developing Ideas For a New Course "Women in Sports," Discussion, Brain-storming, Idea Bath<br>Visitor; Dr. Robert Kinzinger, Vice-President W. K. Kellogg Foundation |
| Monday<br>February 17 | Holiday |
| Wednesday<br>February 19 | Seminar; Examination of Philosophical Postulates: Charles C. Collins |
| Friday<br>February 21 | Communication in the Classroom I; Discussion Techniques |

TABLE V--CALENDAR FOR SPRING SEMESTER, 1975

| | |
|---|---|
| Monday<br>February 24 | Communication in the Classroom II; Teacher-led Discussion Techniques, Focus on the "Great Books" Approach |
| Wednesday<br>February 26 | Seminar; Continuing Examination of Philosophical Postulates: Charles C. Collins |
| Friday<br>February 28 | Communication in the Classroom III; Student Groups, Video-taped Example |
| Monday<br>March 3 | Techniques for Involving Students I; Discussion and Generation of Options |
| Wednesday<br>March 5 | Seminar; Continuing Examination of Philosophical Postulates: Charles C. Collins |
| Friday<br>March 7 | Techniques for Involving Students II; Analyses of Case Studies on Non-Involvement and Generation of Solutions |
| Monday<br>March 10 | Instructor Roles and Student Styles I; From the Research Literature, Six Roles and Eight Styles |
| Wednesday<br>March 12 | Seminar; Continuation of Examination of Philosophical Postulates; Discussion of Student Characteristics and Implication Thereof for Instruction: Charles C. Collins |
| Friday<br>March 14 | Instructor Roles and Student Styles II; Considerations in Adapting Instruction to Learning Styles |
| Monday<br>March 17 | Instructor Roles and Student Styles III; Self Description and Analysis of Classes |
| Wednesday<br>March 19 | Seminar; Student Characteristics Including Cultural Origins, and Implications for Instruction: Charles C. Collins |
| Friday<br>March 21 | Organizing for Individual Projects |

TABLE V--CALENDAR FOR SPRING SEMESTER, 1975

| | |
|---|---|
| Monday<br>March 24 | Holiday |
| Wednesday<br>March 26 | Holiday |
| Friday<br>March 28 | Holiday |
| Monday<br>March 31 | Independent Projects; Individual Consultations With Resource Persons |
| Wednesday<br>April 2 | Seminar; General Education, An Examination of General Education at Los Medanos: Charles C. Collins |
| Friday<br>April 4 | Individual Projects |
| Monday<br>April 7 | Interim Reports on Individual Projects |
| Wednesday<br>April 9 | Seminar; Career Education: Charles C. Collins |
| Friday<br>April 11 | Individual Projects |
| Monday<br>April 14 | Curriculum Design--The Concept of the Multi-Level Curriculum (Cognitive, Affective, Skills, Developmental) |
| Wednesday<br>April 16 | Seminar; Counseling Program: Charles C. Collins |
| Friday<br>April 18 | Sharing Outcomes of Individual Projects |

TABLE V--CALENDAR FOR SPRING SEMESTER, 1975

| | |
|---|---|
| Monday<br>April 21 | Evaluation I; Evaluation of Student Work |
| Wednesday<br>April 23 | Evaluation II; Student Evaluation of Instruction |
| Friday<br>April 25 | Seminar; Graduation Requirements and Certification Requirements; Grading and Other Evaluation at Los Medanos: Charles C. Collins |
| Monday<br>April 28 | David Dunaway; Developmental Education |
| Wednesday<br>April 30 | Dr. Harry Overline, California State University, Hayward; Learning and Language |
| Friday<br>May 2 | Seminar; Developmental Education: Charles C. Collins |
| Monday<br>May 5 | Open |
| Wednesday<br>May 7 | Seminar; Student Activities Program: Charles C. Collins |
| Friday<br>May 9 | Guest Speaker; Mr. Louis Flores; Community and the Community College |
| Monday<br>May 12 | Curriculum Design; Multi-Cultural Education |
| Wednesday<br>May 14 | Seminar; Selection and Evaluation of Certificated Staff: Charles C. Collins |
| Friday<br>May 16 | Curriculum; Professor James Deslonde, Stanford University, Guest Speaker on Multi-Cultural Education |

TABLE V--CALENDAR FOR SPRING SEMESTER, 1975

| | |
|---|---|
| Monday<br>May 19 | Program Evaluation; Questionnaires |
| Wednesday<br>May 21 | Seminar; The Professional Staff Development Program at Los Medanos: Charles C. Collins |
| Friday<br>May 23 | Dr. James Block, University of California, Santa Barbara, Guest Speaker on "The Mastery of Learning" Concept |
| Monday<br>May 26 | Holiday |
| Wednesday<br>May 28 | Seminar; Governance Structure at Los Medanos: Charles C. Collins |
| Friday<br>May 30 | Guest Speaker; Mr. Pascal Kaplan, John F. Kennedy University; New Images of Man |
| Monday<br>June 2 | Open; Review, Reflection |
| Wednesday<br>June 4 | Open |

# CHAPTER FIVE

# THE PROFESSIONAL DEVELOPMENT FACILITATOR: WORK AND ROLES

## INTRODUCTION

The position of professional development facilitator has proved to be essential for the induction program. As was correctly foreseen, the work of induction and all staff development will not be successfully conducted if relegated to a dean, or a research director, or a committee, or a faculty person on release from teaching. The Los Medanos College experience has clearly shown that staff development requires a full-time professional specialist in a staff administrative position, with a significant rank, appropriate salary, and secretarial support.

The position was established primarily to direct the Kellogg Program, but there has been a steady flow of other work to the job--work that otherwise would remain undone. As the Los Medanos College president later said, "When we started, I didn't know what we were going to do with the PDF. Now I don't know what we would do without him."

## THE WORK OF THE PROFESSIONAL DEVELOPMENT FACILITATOR

### Characterization of the Work

The work of the facilitator is varied. Some is routine, such as normal planning and conducting of seminars. Some is special, like an assignment to help resolve a com-

munication problem. Some is unique, such as assisting an excited instructor in an emergency. But there is no mystery about it. It is very much like teaching and counseling, but with an admixture of management and institution-wide planning. It is facilitating--helping to make things happen.

Seven Kinds of Work for Five Clienteles Plus One

Work clusters around seven distinguishable centers: (1) planning and implementing (2) management (3) teaching, direct and indirect (4) consulting, inside (5) consulting, outside (6) conferring and being around (7) participating as a citizen of the college. Work in these centers may involve any or none of the five identifiable staff development clienteles. These clienteles are: new faculty (fellows and non-fellows), experienced faculty, adjunct faculty (part-time and hourly instructors, day and/or evening), classified staff (secretarial, maintenance, grounds, technicians, para-professionals), and administrators. In addition to the five clienteles listed, there is a more diffuse clientele which is the college itself in toto.

Planning and Implementing: Because of the large responsibilities for the induction program, this kind of work consumes the greater portion of the facilitator's time. The work in connection with the induction program has already been described (Chapter III).

The work of planning involves the identification of needs, goal setting, design of processes and formats for attaining goals, locating and enlisting necessary skills and talents, and supervising the logistical details. Implementing involves the actual conduct of meetings, making presentations, entering into dialogue, giving demonstrations, and similar work. Implementation blends into the work of teaching, discussed below.

It is in the work of planning and implementation that the value of the status and secretarial support accorded the position can be seen. With necessary rank the facilitator is not obliged to thread the formal channels up and down through layers of management. The entitlement of the position is to call meetings, command the resources of the college, to expect cooperation from fellow administrators.

Staff development work for the college, as a whole, includes the planning and implementation (in concert with college committees) of college-wide, off-campus retreats. It also involves setting up in-service classes, open to the personnel of the college. Such courses are taught by college faculty and carry college credit. Some titles have been Introduction to Computers, Teachers and Teaching Styles, Design and Preparation of Auto-Tutorial Packages, Diagnosis and Prescription for Reading Disability. Short courses or workshop/seminars are also arranged. For these, an outside expert may be brought in to discuss, demonstrate, explain a specific topic. Examples of these are a workshop on multi-cultural teaching and learning, one on the concept "mastery of learning" and its curricular applications, and one on developing formal thinking in learners based on Piaget.

Development for the management staff has included the setting up of one day retreats for program planning and familiarization with college systems such as the governance model. A goal setting session was jointly planned and presented with the district chancellor. The facilitator regularly takes part in the day-long meetings held each semester by the Educational Policies Committee. As the program enters its fourth year, a high priority has been given the setting up of a management development project.

Each semester an orientation session for new adjunct faculty members is planned by the facilitator. Orientation of classified staff members also falls his way. In the early months of the college, this project had a high priority, as a whole new staff, unfamiliar with the college and its goals, had suddenly gathered. The orientation session extended over a period of three and a half months and was aimed at goals of familiarization, getting acquainted, and intergroup and interpersonal relations. (See Appendix C for a full description of the seminar.)

Planning work includes the preparation and presentation of proposals for program activities, sometimes with an eye to extramural funding. A project for adjunct faculty was developed but had to be postponed. Projects to disseminate the findings of the staff development program were developed, submitted to the W. K. Kellogg Foundation and subsequently funded.

Managing: Compared to the line administrators, the facilitator has a relatively small portion of management work. Required are routine operations such as budget setting and monitoring of expenditures, supervision of the professional development office, and processing of forms and reports.

In this realm of work has been the responsibility for preparing the annual and end-of-grant reports to the W. K. Kellogg Foundation. Managing also requires the advocacy of the program and the advancement of its needs, and the integration of the staff development activities with other college activities. It includes the scheduling of staff development courses and attending to rosters and grade reports.

Teaching: Teaching is a very large part of the work of the facilitator. It involves teaching in a variety of settings, and can be direct or indirect.

Direct teaching in the regular college curriculum is important in many ways. By teaching a day course in history or an evening course in sociology, by stepping into another instructor's class (as a guest teacher or demonstrator), the facilitator stays current with the practice of teaching. Direct teaching in the classroom provides an experiential base for theorizing about student needs and learning as a base for the design of curriculum and planning of instructional strategies. Also, by teaching, the facilitator maintains his bona fides as a qualified commentator on instruction. It was music to the ears to have an instructor say, as one did, "A student of mine took your history class and said it was fantastic!"

In addition to direct teaching in the classroom, there is direct teaching in the induction program, involving the usual teacherly preparations and performance. A form of teaching is practiced in training sessions, such as the facilitator conducted for faculty teams preparing to interview candidates for employment. Teaching is involved in the conduct of seminars for the orientation of adjunct faculty and classified staff. Seminars for the classified staff have been taught, usually extending over a period of four or five weekly meetings. Other seminars for the classified staff have covered communication skill building, interpersonal relations, the para-professional in the community college setting (role and function), problem solving and confluct resolution in the work setting. Adjunct faculty have been also taught in one-time seminar/workshops on such topics as value clarification and evaluating student work.

Indirect teaching is probably a good way to describe another kind of professional development work involved in preparing and disseminating "think" pieces. Topics can be far ranging, from directions on how to prepare course outlines to a personal expression of a viewpoint. Some titles have been "Model and Format for the Course Outline," "Giving Tests and Quizzes," "The First Days of Class," "Student Evaluation of Instructors," and "An Expedition Into the Affective Domain: the Value Clarification Exercise." An extensive compendium covering the rationale and function, examples, and how-to tips of the plural pursuit (independent studies component of the general education program) was written and discussed in a general education faculty meeting.

The facilitator was very active and useful in the general education curriculum development project which, over a two-year period, required a good deal of conceptualizing of curricular format and presentation, and a steady infusion of energy, ideas, and processes to maintain forward motion. Sessions on goal setting, statement of goals and objectives, teaching concepts, and generalization and evaluation of affective learning, among other topics, were conducted. The facilitator was in a strategic position as a college-wide resource person, for unlike a dean, he could work with all areas, and assist in tying the project together as a college-wide, inter- and intra-disciplinary endeavor.

Consulting, Inside: "Inside" consulting applies to work within the college, and "outside" consulting applies to work with other institutions and persons outside the college. The term is apt because it conveys the connotation of a person with expertness available upon request to someone with a need for that expertness. Although consulting is not directing, but facilitating (helping things happen),

in one sense it is directional, in that it typically is aimed to a point of interest, or a specified objective. Thus, it is unlike conferring, which is essentially non-directive and open-ended.

With new faculty, fellows and non-fellows alike, consultation is frequent. More often than not, consultations involve curriculum development, instructional strategies, and interpersonal relations with students. Personal matters also frequently come up. Consultation with experienced faculty too is frequent, especially with former fellows. One consultation involved the invention of a simulation game to put an experiential base under a study of the concept of socialization. Another involved the development of a game that dealt with categorization and decision rules. For this game, the facilitator served as guest teacher.

The facilitator works extensively in the Improvement of Instruction Program, which will be the pivot of the staff development program for experienced faculty in the future and thus claim a large part of the facilitator's time and energy.

Each year those tenured faculty due for their biennial participation form a group which may range in number from 15 to 25. The faculty member is required to devise a program for him or herself, called a Personal Professional Growth Plan, which is written in contract form. Goals and objectives, timeline and criteria for evaluation are spelled out. Each plan is presented to the group for feedback and endorsement or non/endorsement. At the end of the semester, the group hears reports on plans and endorses, or does not endorse, completion.

The facilitator functions as a convener and moderator of the Improvement of Instruction Group, and acts as a consultant and resource person to individuals. Consulting can include the assessment of instruction, utilizing diagnostic instruments such as the IDEA system,[1] interview, review of materials, or in-class visits (with or without video-tape recording and playback and critique).

Adjunct faculty call for consultation. Assistance in planning a course outline and assessment of instruction are the subjects of the most frequent calls. Each semester from 7 to 12 adjunct faculty members have been video-taped in class and critiqued. Another form of consulting faculty was in the design--in cooperation with a regular faculty member--of a four-day, twenty-hour, in-service workshop for the four adjunct faculty in one program. This "pocket program" dealt with curriculum revision, writing course outlines, team building, selection of strategies, and evaluation of student work and involved the facilitator as a guest speaker and demonstrator.

The facilitator consulted with the classified staff in their campaign to form a campus organization and write a constitution.

A frequent call for consultation comes from administrators, several instances of which include working with the Director of the Administration of Justice program to design a weekend workshop for adjunct faculty, working with the Director of Fire Science on instructional strategies for in-service seminars (in this case, value clarifications for fire science administrators), and work in planning

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[1] IDEA (Instructional Development and Effectiveness Assessment System), Center for Faculty Evaluation and Development in Higher Education, Kansas State University, Manhattan, Kansas.

allied health programs. With the College Business Officer, a six-hour workshop was planned to familiarize management and key staff with a newly installed, computerized budget system.

The facilitator usefully works with college committees as a consultant; in this way he participates in the formulation of policy without taking a partisan stance. Instances of this kind of work include consultation with the Evaluation Committee as it hammered out policy for the evaluation of instructors, and with the Educational Innovations Committee as it evolved a process for awarding grants and, later, as it reviewed applications and allocated grants.

Students also called for consulting services, such as for help in setting up a procedure for the interview and selection of applicants for position as student representatives to the clusters. Another request was for planning and conducting a one-day retreat workshop for student clusterpersons, designed to familiarize the representatives with the governance system, to promote acquaintance among themselves, and to explore skills related to functioning in the clusters.

Occasionally, the facilitator is called upon for what might be called "distress consultation." One instance had to do with the persisting difficulty a teacher had in organizing for instruction. Another had to do with an instructor's feelings of lack of control in a certain class. On still another occasion, a faculty member, stymied by a hostile, aggressive student, called for an outside observation of the classroom situation to see if new clues for breaking the impasse could be picked up. (The "distress" consultation is a ticklish business, for it edges close to an evaluative function. It is very important in these instances to maintain scrupulous confidentiality.)

Consulting, Outside: Outside consulting may involve telling about the Los Medanos College staff development project or it may involve staff development work for other institutions. One instance involved coordinating the work of a community junior high school and the college's reading teachers in a project to set up a class to train junior high school teachers and teacher's aides to tutor in reading skills. The facilitator has been called upon to write and deliver papers on the subject of staff development, to answer requests for information, and to receive visitors to the program.

Conferring and Being Around: A fruitful lead-in for conferring with faculty members has been the classroom visit. A visit, on the invitation of the instructor, might be videotaped for playback and follow-up critique. A wealth of topics might flow from the playback, touching on such things as instructional strategies, lesson planning and course design, developing quizzes and tests and grading, interpersonal relations with students, philosophical issues of subject matter choice, personal problems and questions related to the role of instructor, who and what an instructor is, attitudes and values of others, motivation, career planning, perceptions of the college and other instructors.

Walking to the cafeteria, checking the mail box, poking into an office, passing through the learning center...just being around. By being available, the facilitator can find good work to do. A quick question from a fellow, in passing, on the procedure for preparing an innovative grant, a concern about a student's behavior, request for a suggestion on a lesson format, an invitation to visit a class and give feedback, a moment of sharing a small triumph or commiseration on a failure; these and many more are the evanescent concerns of faculty members. It helps to be around when they arise.

Participating as a Citizen of the College: As might be expected, the position of Professional Development Facilitator raises questions as to what it is and what its proper relationship to the governance and politics of the college should be. Clearly, it is administrative, but it is a staff position that requires the incumbent to be continually explicating the workings of the college and expounding the Open Door Philosophy; yet there is a professional obligation to be analytical and critical where need be. The question is: is the facilitator different from anyone else in respect to being a citizen of the college?

In some respects, the facilitator does not have the freedom of partisan advocacy accorded citizens. At the same time, he cannot step away from professional issues, nor withhold professional judgments. With a delicate balance and discretion, the facilitator can participate in committees, participate in clusters, and enter position papers into the public dialogue.

Work to be Avoided: The argument has been that the "rightness" of the position of Professional Development Facilitator is borne out by the copious and diverse flow of work to the position. Some work, though, is not appropriate.

Chief among this is formal evaluation for retention or promotion, which should be strictly avoided. This work is the responsibility of line management and faculty. Essential to the relationship of the facilitator and the fellows--or any other person engaged in staff development work--is that sense of trust that leads to openness and candor. The relationship would certainly be chill and stilted if the fellow, or any other person, were to believe that whatever was said or done could wind up in a personnel file; or, perhaps even more insidious, to sus-

pect that remarks and judgments might be slipped into conversation among the managers.

The guiding model called for a sharp exclusion of the Professional Development Facilitator from the official evaluation procedures, and the exclusion was made in practice. Yet, a leading concern of several of the first year's fellows was for an ambiguity they perceived in the role of facilitator in respect to evaluating as a confidential resource person or as an administrator in the formal evaluation for retention? This ambiguity cannot be wished away. Its basis is inherent in the position. But it can be enormously reduced, as it was at Los Medanos College, by the steadfast refusal of the president to involve the professional staff development in formal evaluation, and the scrupulous maintainence of confidentiality by the facilitator.

ROLES OF THE PROFESSIONAL DEVELOPMENT FACILITATOR

Roles Appropriate to the Position

Leading the list of appropriate roles are teacher, role model, counselor, consultant, critic/catalyst. There appear to be five discernable roles that are inappropriate, which are research director, omsbudsman, therapist, missionary-colonizer and, as mentioned, evaluator. A look at these roles will tell much about the functioning of the position.

Teacher: As the preceding discussion on the work of the professional development facilitator illustrates, a great deal of teaching is called for. The teaching may be in the classroom, in seminar, for a one-time group; it may be direct or indirect. Actually, the role of teacher is composed of a set of related sub-roles, of which the one that most closely captures the essence of the overall role is that of facilitator. This is the helping role--providing service, assisting the learner in the achievement of his/her goals.

Role Model: Because the professional development facilitator is a "teacher's teacher," the role model aspect of the position is prominent. New instructors cannot but entertain the thought that "...the way the professional development facilitator does it is how it's done." While the induction process benefits from visible role models (fellows, other faculty and administrators included), there is also a danger in inadvertantly setting up an orthodoxy. The professional development facilitator needs to demonstrate variations of the theme of "teacher" while forestalling a premature and over-balanced identification with any one role or person in a role.

Counselor: The counselor role is often elicited because of the close link between personal and professional development. A counselor assists in the clarification of goals and values, helps search out and evaluate alternative solutions to problems, shares and empathizes feelings and experiences, and sometimes just listens well. A counselor may support and affirm an individual but may also criticize that individual's action. It has been surprising--and also rewarding--to find how much the counseling role is involved in staff development work. Needless to say, this is a difficult role that requires careful enactment. The facilitator is not a therapist.

Consultant: Counseling tends to be open ended and client centered. Consulting tends to be focused and problem centered. This prominent role dovetails nicely with the staff-resource-person function of the position.

Critic/Catalyst: In the role of critic/catalyst, the professional development facilitator comments on proposals and ideas afloat in the institutional milieu, enters into debate and dialogue, offers opinions and judgments, plants ideas and provokes action. The role is volatile, and

requires a careful enactment lest an appearance of avid partisanship diminish the position.

Roles Inappropriate to the Position

Research Director: As important as this function may be, the professional development facilitator should not be saddled with duties typical of the research person, such as compiling statistics, conducting studies, or writing proposals. The chair-bound functions of the research director run counter to the active, practitioner cast of the professional development facilitator. Doing adequate research would consume time and energy better spent elsewhere.

Omsbudsman: This role is only a step away from that of the facilitator, but it is a very long step. The omsbudsman deals with matters of grievances and tends to be an arbitrator between the individual and the institution, or between individuals. An inevitable element of judgment is involved. In conferring, or in the consulting role, the professional development facilitator may well work at problem solving, but unlike the omsbudsman, is not the problem solver. The basis of legitimacy is another critical difference. The omsbudsman's role is legitimated by a public vote. The facilitator's role is legitimated by the official aspect of the position and by whatever credibility and expertness the incumbent brings to the role.

Therapist: There is a great difference between a counselor and a therapist, although the line is sometimes hard to find. The facilitator should be very aware of the line, however, and avoid crossing it unless he/she is professionally qualified by training and experience. Even then, the amount of time demanded for effective therapy would make it a dubious use of time. Therapy has a very important

function in staff development work, but should be handled by a specialized staff person.

Missionary-colonizer: The facilitator tells the college's story, explains how things are, functions as a socializing agent, and pops into view from time to time as a role model. These tasks are essential to the core of the position. Yet the whole position will go sour if the role of missionary-colonizer is imputed to this work. The term "missionary-colonizer" is one of opprobrium. Coming from the social turbulence of the 60's, the role is depicted as an agent of control, even if an unwitting agent. The missionary-colonizer is sent out by the dominant powers to pacify or neutralize potential opposition by inculcating a particular set of norms, values, and beliefs.

The imputation of this role to the facilitator is hurtful. Whether or not it will be imputed depends on how the facilitator conducts himself and his work, how the administration chooses to use and characterize the position and, not insignificantly, the state of the larger society.

## CHAPTER SIX

## THE INDUCTION PROGRAM: ASSESSMENT

### INTRODUCTION

In evaluating its induction program, Los Medanos College draws a distinction between assessment and appraisal. The former, which is the subject of this chapter, is concerned specifically with the extent to which the program has attained its goals. Appraisal, the subject of the concluding chapter, has to do with the overall worth or significance of the program. In dealing with both matters the college utilized the services of Leland L. Medsker and Karl O. Drexel, and what follows is a condensation of their reports, augmented by data and interpretations from other sources.

Medsker's plan for evaluation focussed on the fellows. His plan called for an inquiry into four areas; professional growth, personal growth, instructional effectiveness, and functioning as a faculty member. Data bearing on these areas were gathered from the fellows themselves by questionnaire, interview, and standard instruments--as well as from observer's comments and student evaluations over the three years of the program.

### PROFESSIONAL GROWTH

The evidence shows that the program did, indeed, induce professional growth among the fellows. Awareness of

the community college as an institution, and a positive self-concept of oneself as an instructor, are among aspects of professional growth reported by the fellows and corroborated by the interpretation of other data. One of them summed it up:

> I got a basic understanding of how a community college operates and why. I learned about the LMC philosophy and some of the rationale for it.

Another put it this way:

> Kellogg made an important difference here in offering the opportunity to focus attention on what the community college is all about...it made me feel more a sense of commitment to quality teaching and trying to achieve LMC goals...Kellogg contributed to this.

Fellows appear to have moved toward the formulation of personal philosophies of teaching. Also, they moved toward the consolidation of personal self-confidence and a positive self concept of themselves as instructors. Often mentioned as confidence building were the practice-teaching sessions (video-taped peer teaching) in the summer, and the support of the group during problem-sharing sessions during the year. "Having a group with 'everyone in the same boat' was very supportive and reassuring," said one.

The existence of the group was of key significance. One fellow captured the feelings of many:

> I learned that my fears and apprehensions were not unique. This raised my confidence to a level that made me feel comfortable before a new group of students and around experienced instructors.

Another fellow who entered the program with a positive self concept already well developed commented:

> I have always thought of myself as potentially a good teacher and have never really suffered from serious self-doubts. Insofar as the Kellogg Program provided me with more "tools" of the trade, it served to reinforce my confidence in that I could do a good job as a teacher.

Fellow's Views of the Community College and Los Medanos College

It appears that fellows entered the program with positive views of the community college; when tested later, they still held them. However, this generalization does not begin to tell about the subtle changes within the ostensible "no-change" picture. The program seemed to have the effect of inducing the growth of fellows from a "naive" pro-community college view and acceptance of Los Medanos College philosophy and goals, to a "realistic" pro-community college view and incorporation of the Los Medanos College philosophy and goals.

For example, on the following statement (from the Medsker National Study of Community College, Short Form), 90% to 100% agreed in the pre-test. In the post-test, substantially the same percentages held, though with a slight turn toward disagreement. The statement was:

> The community college should offer a flexible program which can be adjusted to the needs of society, unhampered by conventional notions of what constitutes higher education.

The response to this item suggests that fellows entered the program with pro-community views, favoring the contemporary, progressive version of the community college. Yet, this approbation can be termed "naive" in that the

inexperienced fellows would not likely know the reality of the community college. Experience tempers the "naive" view, but does not diminish the larger approbation. In fact, it appears that the approbation is strengthened as the "naive" view is supplanted by a "realistic" view.

This effect is substantiated by responses to another item in the questionnaire. The item relates to "tracking," or the assignment of students into separate programs, presumably with different standards, on the basis of career goals. The item reads as follows:

> Community college should have two separate general education programs: One for technical-vocational students and one for students intending to transfer.

Referred to in this item is the transfer-terminal dichotomy which Los Medanos College resolved to correct. Because it is a common community-college practice, and because it has an appearance of equity for students, a "naive" pro-community-college response might be to agree. About 30% of the fellows did agree on the pre-test. After the experience of the program, and the experience of teaching in the Los Medanos College setting, the percentages of agreements shifted. For one group, agreement went to 9%, and to zero in another. A third group remained stable at 30%.

This example supports the interpretation that fellows were pro-community college when they joined the program and that they stayed that way. The effect of the program would appear to be that of filling in the particulars, elevating the sophistication of understanding, putting finer shadings on beliefs. The direction of growth was toward an experience-tested realism.

A related pattern emerges in the Institutional Goals Inventory (IGI) data. These data were interpreted and reported by Dr. Richard E. Peterson of the Educational Testing Service and author of the instrument. He finds a pattern of convergences. In their perception of their institution's goals the fellows came to resemble one another. More will be said of this, but first, a word about the instrument itself.

The IGI is an instrument by which members of a college community can record their beliefs about their institution's goals. They register their perceptions of the present importance of various goals, and their opinions about how important the various goals should be. On each of 90 "goal statements," respondents give two ratings: an "Is" rating of present importance, and a "Should Be" rating of desired or preferred importance. Responses are processed by the Educational Testing Service and result in summaries and displays showing scaled responses and numerical discrepancies between "Is" and "Should Be" responses.

A noteworthy difference in pre-test "Is" perceptions appeared among the three groups of fellows. Each successive group perceived certain goals of the college as more important (higher) than the group(s) that preceded it. Said Peterson, "...(they) perceived the college as attaching greater importance to almost all goals." Each group, as they took the IGI, saw the college differently. He goes on to say:

> Insofar as the new Fellows, in fact, understood Los Medanos, it is hard not to conclude that over the three years the college, indeed, came to: (1) place greater emphasis on intellectual, humane, and personal development values, and (2) be a more open, democratic, and innovative place.

The post-program responses depict a convergence among the fellows. "Is" perceptions become more similar after the experience of the program and further experience in teaching. The newest group (1975-76), which took the post-test at the interval of only one year (in contrast to the two-year interval of the previous two groups), was much like the other two groups, except that they viewed the college as more intellectually oriented, more social-change oriented, and more open and innovative. This, Peterson says, "...lends support to the earlier conclusion that the college, indeed, changed over the three years along these lines." He goes on to wonder, however, "Or did the Fellows only come to <u>think</u> so?"

Pre- and post-tests on "Should Be" perceptions showed a similar pattern. The differences, visible at entrance, diminished on the post-tests. Peterson notes, "...the major conclusion is that the aspirations for the college, held by the three groups, became more similar with time in the program."

If there was convergence in perceptions of the "Is" and "Should Be" of institutional goals, what was the direction of that convergence? A comparison of the fellow's responses (with the norms for California Community Colleges, gathered by Peterson in a previous extensive research project) reveals that the convergence, in respect to "Is" perception, is toward a local, Los Medanos College version, somewhat at variance with the statewide norms. He reports:

> Most of the Los Medanos scores are higher than California norms. Thus, Los Medanos is seen as having a relatively strong "liberal arts" bent (e.g. general education), as being relatively egalitarian and societally critical, and as relatively open and innovative in its operational ethos.

Of the "Should Be" opinions, he noted that post data ran fairly close to statewide "Should Be" norms, with several notable exceptions. He says:

> Their (fellows') scores are substantially higher on the norm for Social Egalitarianism and Social Criticism/Activism (prompting one to liken the fellows to a band of radical reformers).

Speaking generally of the shift in "Should Be" scores, which were generally small, he says:

> Where there were changes, they were invariably in the direction of lower scores on the post-test--indicating a decline in aspiration and idealism (or possibly a more sober realism--a sense that the college could not do "everything").

Peterson's reading of the data prompts him to say "...(the) pattern of attitudinal non-change...and change... attests to an important impact of the Kellogg Program at Los Medanos." As his intent was to report and interpret the data only, he did not offer causal theories on the changes.

How much effect the program actually had on the professional growth of the fellow probably cannot be precisely quantified. The problems and costs involved in quantified research would be disproportionate to the value of any outcome. Any findings of an elaborate research project would not likely be more informative than what the fellows themselves report, what their activities in the college attest to, and what the standard instruments suggest; that is, the program accelerated professional growth in the direction of a critical, but positive, pro-community-college stance and a positive, flexible, self-concept as a professional instructor.

PERSONAL GROWTH

In designing the plan of evaluation, Medsker wondered if participation in the program would promote a fellow's personal growth in the direction of openness, tolerance, felxibility, and self-confidence. By the report of the fellows, the program did promote growth, though the degree of growth varied among individuals. One fellow spoke of her own growth:

> I feel I have grown as an individual immensely this year. This has been largely due to my expanded identity as an instructor. I feel I have been well received by the Kellogg group and encouraged to develop.

In another response, a fellow tells how the program related to her feelings and attitudes in a way that promoted flexibility. She said:

> Kellogg helped me to clarify and explore many of my ideas about teaching. It provided the stimulus and exposure to new and additional ideas and techniques. s-cussions and exposure to others tended to "whet my appetite" to find new ways of doing things. I think Kellogg helped create a well-rounded perspective from which to understand and explore my feelings and attitudes.

Medsker and Drexel report:

> The Fellows said that it (the program) had developed self-confidence; more awareness of what the Community College, and especially LMC, is all about; an inner awareness allowing for the Fellow to become more flexible; more tolerant; and more concerned about colleagues and students...the diversity of experiences engaged in during the summer and fall, the combination of theory and practices, and the impact of colleagues... on one another gave the Fellows a self confidence they would never have experienced (without the program) so early in the "game."

It is the conclusion of the program evaluators that the induction program promoted personal growth in the areas of interest, openness, tolerance, flexibility and self-confidence. The words of fellows themselves attest to such growth. But what would a psychological inventory tell about a magnitude of growth that might be properly termed personality change?

The Omnibus Personality Inventory (OPI) was administered to each group at the point of entrance into the program in the summer seminar. It was administered again two years later to the first two groups, and one year later for the third group. The data have been analyzed, interpreted, and reported upon by Professor Paul Heist, author of the instrument.

The OPI is composed of a set of measurable characteristics (scales) which have been developed and validated for their particular relevancy in education and to studying and working in an academic context. The 14 scales in the OPI can be sub-grouped into several inter-related clusters of scales. The scales in the first of these clusters assess an openness, or readiness, for learning; the scales in the second tap the intellectual orientation of a person, the degree of one's interest in learning and academic activity; the third cluster gets at the level of social-emotional adjustment, a person's feelings of well-being, acceptance of others.

Heist found that the patterns of pre-test scores on the scales were generally similar among the three groups. He says, "...on the scales found in the first two clusters, openness to learning and intellectual orientation, the similarity of pattern is readily apparent..." All groups, he

found, obtained scores which indicate a non-authoritarian style of thinking and a fairly high degree of independent thinking. On the third cluster of scales, the pattern for the first two groups is similar, but the third group is significantly lower on two scales.

Were there changes noted in the post-test data? Heist concludes:

> The major finding...is that there were no extensive changes in personality make-up, but the majority of interns (fellows) did show some positive change from minimal (significant changes on one or two scales, with a mildly strengthened positive pattern) to a significant pattern of changes in orientation...10% of the 30 interns (fellows) fell into the "major positive change" category (significant changes on four or more scales).
>
> On the other hand, 33% of the total (all three groups) didn't change at all (showed almost identical patterns across the two test administrations) or changed in a negative direction on two or more scales.

Heist is not surprised at this finding. He says:

> One might legitimately ask if any change, whether positive or negative, should be expected with an adult college group, persons well beyond the ages of most under-graduate students, and most with well-established and stabilized egos and patterns of emotional behavior...the wonder may be that any patterns of significant change resulted in the course of the year, or two years.

The program evaluators and the fellows say there was change, and Heist says that there was "no extensive change." They are not in contradiction, however, because each is speaking of a different thing. Heist is focussing his attention on "...well-established and stabilized egos and patterns of emotional behavior..." The evaluators are

commenting on how the fellows perceive their own attitudes and behavior in the specific context of the college in relation to their roles as instructors. Explained this way, the conclusion might be: the program promoted personal growth of fellows in relation to the role of instructor, but while in the program, only a few fellows evidenced "deep" personality change.

## INSTRUCTIONAL EFFECTIVENESS

Professional and personal growth have been attributed to the program. How about growth in instructional effectiveness? Growth in this area would certainly be the most expected outcome of participation in the program, as the design targetted instructional effectiveness as a major concern. The program set out to introduce a variety of instructional strategies, explore curricular and evaluation models and theories, promote the development of materials, improve communication skills and increase the effectiveness of interpersonal relations--all of which add up to instructional effectiveness. It would be surprising if a year's work in these areas did not induce growth, and it did.

Fellows saw themselves as effective, students rated them as effective, and outside evaluators (both college administrators and the program evaluators) saw them as effective. Of course, there were considerable individual differences. There were variations on the expression of effectiveness; one would excel in the lecture-discussion classroom format, while another might be especially effective in the conceptualization and preparation of curricular materials. No attempt has been made here to undertake the huge task of quantifying degrees of effectiveness; but observation shows some fellows already outstanding in effectiveness this early in their careers, most very effective and a few with areas in need of development. Four of the 36 fellows passing through the program in the first three

years were not rehired after the induction year for the want of overall effectiveness.

A survey of student evaluation of the fellows in the first and second years of teaching at Los Medanos College shows a positive trend. Students rate the fellows high in instructional effectiveness. Scale response questionnaires, administered to fellows' classes as part of the formal evaluation procedure, were surveyed and contrasted to those of non-fellow new faculty. The result, in the words of the college president, was:

> The Fellows, as a group, are higher in the eyes of students; in some cases, quite a bit higher. Particularly, they get good scores on teaching methods, variety of methods, and approachability by students.

He went on to comment:

> The Kellogg Program has been a big help in making instruction a matter of emphasis on this campus.

Fellows comment positively on the contribution made by the program to their instructional skills and techniques. One fellow put it this way:

> Kellogg helped introduce a variety of skills and techniques. Through this exposure, I was encouraged to design and try new things, to attempt to match teaching objectives with different techniques and approaches. Kellogg really broadened me in this respect as my experience at 4-year colleges was simply the traditional lecture style.

Another said straightforwardly:

> My instructional skills, especially in the area of communication techniques and exposure to different teaching styles, were improved in the Kellogg Program.

Fellows' comments on the utility of the program, in fostering the development of curriculum and materials, run in a similar, positive vein. One fellow judged that, of all the areas covered by the program, the work in curriculum was personally the most beneficial. He said, "Techniques of organization and use of objectives were well covered in handouts and discussions." In regard to the development of curriculum and materials, another concurred that the program was of "some help," and went on to point out a large obstacle to his own work in curriculum development. The program, he said, was:

> ...(of) some help...there was a definite need for more time to devote to this activity during the first semester--40% release time for Kellogg-related activities would have been more realistic and produced better teaching...

In the view of the college president, the effect of the program on the fellows was to greatly accelerate their capabilities in curriculum development. He stated in one annual report to the Foundation:

> The progress our Kellogg Fellows have made this year, in my estimation, has been phenomenal. Their level of sophistication in the development of unit plans and course outlines far out-strips our tenured faculty. Their progress in the use of instructional techniques is now at a point where any evaluator can sense that they are an outstanding faculty.

The expectation that the program would promote instructional effectiveness was borne out. The prospects for growth were improved, of course, by the recruitment of persons with indications of a strong potential for instructional effectiveness. Obviously, a good product requires good material. What the program did, in the final analysis, was to accelerate the realization of potential.

FUNCTIONING AS A FACULTY MEMBER

The induction program appears to propel the fellow into active and effective functioning as a faculty member. Membership in the program had an interesting and very useful effect for some. The role of fellow lent a kind of passport to relationships in the institution that might otherwise be constrained. One fellow's insight in this regard was:

> I feel that my relationships with others have been affected; primarily due, I guess, to the rather "safe" role I felt I had in Kellogg--I was expected to be a learner, as well as a qualified professional. I felt no qualms in asking questions, making extensions, etc. to others--faculty, administrators and students alike...I did not feel separate.

Another fellow had a different perception of relationships with persons outside the program. He commented:

> Kellogg gave me strong relationships with the other fellows (very positive) but did nothing to "integrate" us into the more experienced faculty. In fact, I think it helped isolate us with the "rookie teacher" label. The program was somewhat helpful in getting to know some of the administrators...

Medsker and Drexel noted the effect of solidarity in the group, but also a separateness from the total faculty and from previous Kellogg groups. Of the 1975-76 group, they say:

> As with previous Fellows, the relationships with their colleagues were considered very helpful in successfully bridging that period of "before LMC" and "now." They support each other...
>
> On the other hand, previous Fellows, with one or two exceptions, have had no effect on this class--either in

> teaching or on the Fellow's role as a contributing member at LMC. This was also the experience of previous classes and it is understandable. Everyone is busy "with their own thing" but, eventually, as they become more sure of themselves and more "integrated," the relationship with their peer groups is bound to be of help.

Cohesion within the group was the consequence of expectable group processes, a shared status and role, and common experiences. The feeling of separateness from the rest of the faculty varied according to individuals, the circumstances of their teaching assignment, whom they found themselves positioned near as colleagues, location of office, and also, of course, personal preference, predilection and identity. Separateness as a group has been a feeling common to all Kellogg groups, but is understandable. The feeling appears to run the strongest during the summer seminar, and extends into the fall semester. It abates during the spring. By the end of the spring semester, the group is in the process of dissolving itself, and with the dissolution goes the last vestiges of feelings of separateness from the larger faculty.

A survey of activities, projects, committee memberships, organization, and special assignments taken on by fellows shows them as individuals to be as active as (or more active than) other faculty members. This extent of activity, somewhat surprising for new and inexperienced faculty members, may be partly explained by their very number. Fellows, past and present, make up over 50% of the faculty. Such a large number would be bound to pick up a sizeable proportion of the business of the college, else it would simply not get done. Yet, when the kinds of college work undertaken by fellows is considered, they are (in fact) over-represented in those roles necessary to institutional functioning. The president observed:

Kellogg Fellows are assuming the key leadership roles at the college. These roles include: faculty governance, community outreach commitment, and club advisor roles.

A case in point is the clusterchairperson role. As shown in Table VI, the proportion of fellows who occupy, or have occupied, the role of clusterchairperson (or alternate clusterchairperson) to fellows, is close to 2 to 1.

TABLE VI

Fellows and Non-Fellows
in
Clusterchairperson
and
Alternate Clusterchairperson Position, 1973-76

| Academic Year | FELLOWS | | | NON-FELLOWS | | |
|---|---|---|---|---|---|---|
| | Chair Person | Alternate | Total | Chair Person | Alternate | Total |
| 1973-4 | 2 | - | 2 | 2 | 1 | 3 |
| 1974-5 | 3 | 3 | 6 | 2 | 1 | 3 |
| 1975-6 | 3 | 3 | 6 | 3 | 1 | 4 |
| 1976-7 | 4 | 5 | 9 | 2 | - | 2 |
| TOTAL | 12 | 11 | 23 | 9 | 3 | 12 |

Because there are so many ways and degrees of intensity in functioning as a faculty member, it is difficult to formulate a comprehensive and accurate statement about the effect of the program on fellow's functioning. Generally speaking, the program has been a positive inducement. The program has speeded the process of "learning the ropes," set up face-to-face interaction between fellows and the persons in key positions, laid out for discussion and critique (and sometimes disagreement) the philosophical and pragmatic bases for the structure, organization, goals, commitments, policy and procedures of the college. Seminar time has been spent in exploring the formal organization of the college and in tracking down the informal patterns of influence, communication, and interaction. And the group of fellows has provided a supportive social context. The effect of all this is to speed the assimilation of the fellow into a complex institutional environment.

Further, the running start given the fellow in the induction year appears to have a lasting effect. On the whole, yesterday's fellows at Los Medanos College are in the solid core of outstanding instructors who are conspicuous in giving institutional leadership, developing curriculum, relating to students, and providing effective instruction.

## GAINING A TEACHER'S KNOWLEDGE

One premise advanced in the guiding Collins monograph turned out to be only partially accurate. The premise was that instructors typically come to their first teaching assignments with a lopsided preparation. They know the subject they are going to teach, the premise goes, but not how to teach it. The inaccuracy of this premise is that the new instructor will know the subject matter he/she is going to teach.

Rather, it should be put this way: the new instructor typically comes to his/her first teaching assignment with a student's (albeit however advanced) knowledge of the subject. The induction program wisely does not get involved in subject matter instruction per se, but it does very much get involved in the matter of developing an instructor's knowledge of a subject. The instructor's knowledge does not require new infusions of subject matter but does require, instead, the awakening of a way of perceiving the subject matter.

A teacher's knowledge of a subject is holistic, both as to the field itself and the context in which it is to be learned. The teacher sees the subject matter in the context of the teaching/learning situation with other persons involved. The teacher can see the subject simply enough to communicate the complex in an uncomplicated way. A teacher's knowledge marries knowledge to communication. A knowledgeable teacher can take a topic or skill, separate it into learning bits, arrange the bits according to the needs of the learner, the time, and the place, provide an instructional learning system, present and evaluate the topic with intellectual integrity and in a form accessible to the learner. Transforming a student's mastery of a subject into a teacher's mastery has been a pervasive objective of the induction effort.

SUMMING UP

Two quotations will sum up the positive assessment earned by the program. The first is by a fellow who writes out a personal perception of the effect of the program on herself and others after being out of the program for a year. The final quotation is the summary paragraphs of the end-of-grant report on the program prepared by Medsker and Drexel. First, the fellow's summary:

I feel that the Kellogg experience was most helpful to me. I continue to seek the help and feedback of the PDF; I am attempting to revise my courses as I go along and to create new and effective techniques. The Kellogg program was a stimulus and a supportive environment in many ways...the most memorable ones at this time are:

a) Clear "socialization agent"--introducing new faculty into expectations, policies, ideas, etc.

b) Group to identify and relate with.

c) PDF to consult with.

d) Opportunity for evaluation without penalty or job threat.

e) Recognition of the "learner role" as valuable.

f) "Release time" to work on projects, teaching, etc.

g) Opportunity to learn about various techniques, materials, etc.

h) Opportunity to try these (above).

Medsker and Drexel conclude:

The first outside evaluation made of this program was done by Dr. Medsker in June 1974. At that time he said, "There is no doubt in my mind that the program is off to a good start!"

In 1975, we were most pleased with what we saw and heard. The shortcomings of the first year were overcome and the responses from the second class of Kellogg Fellows were most encouraging. Our observations led us to believe that, without question, the program was a success.

Now, in 1976, having interviewed the third class of Kellogg Fellows, twice interviewing the second class, and interviewing the first class three times, we are convinced that this experiment in

faculty development was a success. In addition to these interviews, in the course of discussions, formal and informal, with Kellogg Fellows, discussions with non-Kellogg faculty, attendance at retreats, seminars and workshops, meetings with areas, and discussions with administration, we have come to believe that the Kellogg program has not only been of real service to the teaching profession, but has been of great assistance to the College--a most important factor to a young college.

## CHAPTER SEVEN

## THE INDUCTION PROGRAM: APPRAISAL

### INTRODUCTION

The Los Medanos College induction program was funded in large part for its demonstration value as a pilot project implementing a new and untried idea. Critical questions pertinent to the project are as obvious as can it be done? Other questions are: what are the costs? What effects will it have on the institutions? Is the model basically sound? These questions are subsumed in the omnibus external, "pilot project" goal of the program:

> To implement, test, and further develop an induction model for professional development of community college staff.

This writing now turns to an appraisal of the program and a discussion of the goals set for it.

### IMPLEMENTATION, TESTING AND DEVELOPMENT

As the previous chapters attest, the obvious answer to the obvious question is: "Yes, it can be done. It was." It began when the college began and moves on, now funded by the District, with every indication that it will continue into the foreseeable future. The program, properly funded and staffed, was tested in an institutional setting characterized by newness and innovation. Development of the program has been continuous and productive. Now there is

an accumulated body of materials and methods shaping up around the imminent outlines of a theoretical curriculum of induction.

The conclusion has to be that the model is workable. Not only so, but it has proved to be a solid foundation for a steady expansion of staff development activities.

EFFECT ON THE COLLEGE

Over half of the present faculty has participated in the induction program. Thus, slightly more than a majority of the faculty has had a very significant advantage in preparation over new faculty elsewhere. A second effect: the Kellogg Fellow portion of the faculty clearly reflects the positive effect the induction program has had in promoting the achievement of college affirmative action goals.

Said a dean in reflecting on this effect of the program on the college:

> It must be said that the program has been an immense help in putting together a faculty that is marvelous in its diversity. Besides the older, experienced faculty, LMC has a large portion of young, vibrant, excited and exciting persons--men, women, interracial, multi-cultural--across the board in respect to teaching fields.

Another notable effect of the program is the institutionalization of staff development. As was stated earlier, there has always been staff development at Los Medanos College. The full-time, staff-development person's efforts, the induction program, and the staff-development activities for other clienteles are just a part of the normal course of events. A marked contrast exists at older institutions where staff development has

to be inserted and, without adequate staffing and funding, kept alive in a setting of indifference (or, worse, hostility) and antithetical norms and practices.

The college president observed, "It has been great to see faculty perspectives developing out of theoretical and philosophical bases." "This," he adds, "greatly assists in putting dialogue between administration and faculty, and among faculty, on a productive and positive level."

The program has had the effect of buttressing other institutional efforts. Curriculum development is particularly nicely supported by it. The institution gets to "tell its story" and invite the informed adherence of the new instructor to the philosophy, goals, and commitments of the college. The program gives the institutional point of view a forum. If there is opposition, the seminar provides an opportunity to develop the concept of the loyal opposition. Governance can be explained, procedures rationalized, communication opened up. The hedge against the program becoming flat-out indoctrination resides in the fellows. Their skepticism, personal values, powers of analysis and articulation, have been a consistent counterbalance.

"It is a rewarding endeavor," the president said in reference to the induction program:

> ...to be able to institutionalize a program that allows faculty and administration to pursue instructional strategies, curriculum design, and the community college philosophy together... (as) learners, not adversaries.

SOUNDNESS OF THE ORIGINAL MODEL

The original model for induction has stood the test of time. The induction program of today is essentially

the same in design and major detail as the model originally designed. There are, of course, differences. The impact of persons, personalities, and experience on the model has been felt and has caused alterations. The facilitator has influenced the program. His values, personality, experience, and skills exert strong influences on program shape and conduct. A different person with another set of traits would no doubt conduct a program with the same outlines, but it would have a different texture and flavor. Another source of influence on the conduct and character of the program is the fellows themselves, whose collective and individual needs, skills, talents, personalities, viewpoints, and experiences each year impart a distinctive cast.

Some aspects of the model have undergone modification, or were dropped off. The sequence of topics, for instance, was changed from an opening emphasis on philosophy (personal and institutional) at the outset of the induction year, to concluding consideration during the last semester. The use of guest speakers was reduced. Individual projects and one-to-one work--between the fellow, the facilitator, and other resource persons--have been given added emphasis. As the college has gained a history, more time is spent on familiarization.

Some elements of the original plan were dropped off. One was the plan to include students in screening and selection of fellows. A plan for peer evaluation of fellows went by the boards due to pre-emption by district college evaluation policy; the college policy made peer evaluation optional and no fellows opted for it. A plan to rotate fellows through key administrative offices proved to be unnecessary and posed a disproportionate consumption of time and energy. A mentor-fellow relationship, proposed in the model, went into abeyance because the small number

of experienced faculty offered only a limited pool of mentors available. Also, a more natural voluntary pairing seemed to meet whatever need an individual fellow may have felt for that kind of an association.

A large part of the soundness of the program appears to stem from its blend of structure and flexibility. Structurally, the program is built into the workload of the fellow, and regular, frequent meetings are scheduled. There is a program calendar and sequence of events. The role of fellow is definite and well supported. A person, the facilitator, is clearly visible and committed to the program. Flexibility is gained as the needs and interests of fellows (as individuals and as a group) are factored into the program through co-planning. Individual projects and one-to-one work between the fellow and resource persons tend to the same end.

Yet, a perfect balance has not been found, if it ever can be, between structure and flexibility. As the evaluators reported in reference to the program seminars, "...some (fellows) expressed a concern that somewhat more structure and organization could have made the sessions even more valuable." To find a working balance is a continuing goal.

Soundness further derives from the fact that the fellow is constantly involved in the application of theory to practice, testing him/herself in the real-life situation of the classroom, and in interaction with other fellows. Fellows do not deal with a future, as is the case of pre-service training, but with a very real and insistent present.

DISSEMINATION

An obligation incumbent upon the program is to disseminate information and to share experiences. There has been a good deal of this. Dissemination has taken place through

correspondence, telephone calls, the writing and presentation of papers, and off-campus consultations. Perhaps the most effective kind of interaction has occurred when interested persons have visited Los Medanos College for one or more days. Such inspection has afforded the visitor a good look at the situational circumstances, and has provided good opportunity for give and take.

Further dissemination will take place, thanks to two additional grants from the W. K. Kellogg Foundation. With Foundation support, the college will conduct a conference on staff development in the community colleges in the western states which are seriously committed to, or actually engaged in, such effort. The Foundation has also funded the W. K. Kellogg Fellowship in Staff Development. Los Medanos College will administer the Fellowship and train three professional development facilitator interns each semester for the years 1977-78 and 1978-79.

And, of course, the preparation and distribution of this report will be a dissemination activity.

THE ECONOMICS OF THIS MODEL

In the original formulation of the induction portion of this staff development model, it was reasoned that hiring inexperienced instructors would be materially cheaper for the college than hiring experienced instructors. Further, it was calculated that this saving in instructor salaries would obtain not only the first year of their employment, but also each subsequent year as these instructors moved up to the maximum on the experience scale of the salary schedule.

It was never argued that this accumulative saving would defray total costs of the staff development model, nor should such be expected, for the benefits extend to

the five clienteles and are not limited just to new, inexperienced instructors. Further, the real benefits are in the improvement of instruction; indeed, in the improvement of the effectiveness of the whole college. The saving of money is just a happy side benefit which makes instituting such a program easier to accept for those who are obliged to make the budget balance.

The three years of operation of this model at Los Medanos College has demonstrated the essential correctness of the original reasoning. In 1973-74, the average, differential, yearly salary of the 16 Kellogg Fellows was $1,508 less than the average salary of all non-Kellogg Fellows hired by the District (Contra Costa College, Diablo Valley College, and Los Medanos College). In 1974-75, the instructors in this induction program earned an average of $1,976 less than other "new hires" in the District. In 1975-76, the last year of the model-testing period, the nine Kellogg Fellows averaged $989 less in annual salary than other instructors new to the District that year.* These monetary facts are charted in Table VII, found on page 105.

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* The drop in differential the third year was due to economic pressures on the District which resulted in the sister colleges hiring more inexperienced instructors at lower salary placements. The argument expressed in this book, of course, is that this is a good economy--only if there is a full-blown and rapid training program to compensate for this inexperience.

TABLE VII

Three-Year Record of Salary Differential
Between Kellogg Fellows
and
Other New Instructors

| Year | Number of Kellogg Fellows | Aver. Salary Differential | Savings on Salary | | |
|---|---|---|---|---|---|
| | | | 1st Yr | 2nd Yr | 3rd Yr |
| 1973-74 | 16 | $1,508 | $24,140 | $24,140 | $24,140 |
| 1974-75 | 11 | 1,976 | | 21,736 | 21,736 |
| 1975-76 | 9 | 989 | | | 8,908 |
| TOTAL = $4,473 | | | $24,140 | $45,876 | $54,784 |
| Three-Year Average = $1,491 | | | Three-Year Total = $124,800 | | |

The figures in Table VII are not completely accurate since two Kellogg Fellows in the first-year group, one Fellow in the second-year group, and one Fellow in the third-year group were not rehired. Even though they were replaced by other Kellogg Fellows, this spurious factor will be corrected in the projection of continued savings which will soon follow.

The supporting grant from the W. K. Kellogg Foundation, to test this professional staff development model, was for three years and has now expired. However, from the beginning, the College President, the District Chancellor, and the Governing Board have committed themselves to continuance of the program and are now doing so with considerable enthusiasm. It is true that, in this slower growth period for Los Medanos, and in the present educational climate of retrenchment, the number of new fellows each year will probably be small. For purposes of this projection, the as-

sumption will be an average of four new fellows each year. Assume further that the average salary differential would be the average of the first three years, i.e. $1,491. Let it also be taken as a given that the average number of years it takes a fellow to move from original placement to the maximum number of experience increments is 10. What then would be the total salary savings in the 10-year period 1973-74 to 1982-83? This is charted in Table VIII, on page 107.

The total in salary savings over a ten-year period would, by this calculation, be $625,248. Actually, the savings would not stop at 10 years for each succeeding contingent of fellows would accrue salary savings, not just until 1982-83, but for a 10-year period following their beginning year. Be that as it may, even the salary savings of $625,248 is a sizeable sum. The out-of-budget costs to the District (to maintain the entire professional staff development program from this point on) is estimated to be about $65,000 per year. The annual grants from the W. K. Kellogg Foundation for the first three years averaged about $72,000. The costs, therefore, for the 10-year period, will add to approximately $671,000. The excess of costs ($671,000) over salary savings ($625,248) will be $45,752. Not many educational innovations with such demonstrated promise come at such a cheap price.

Of course the ultimate criterion of judgment should be educational benefit, not economic benefit. In their evaluation interviews, Medsker and Drexel tried to get at this. In their summary, they wrote "When asked, 'without Kellogg money, would you recommend that the district finance a program of this nature in the future?' their (the fellows) answers were a unanimous 'Yes, by all means!'"

## TABLE VIII

SALARY SAVINGS PROJECTED FOR THE TEN YEAR PERIOD 1973-74 THROUGH 1982-83

| Year | Number of Fellows | Average Salary Differential | 1973-74 | 1974-75 | 1975-76 | 1976-77 | 1977-78 | 1978-79 | 1979-80 | 1980-81 | 1981-82 | 1982-83 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1973-74 | 16 (14) | $1,508 | $24,140 | $21,112 | $21,112 | $21,112 | $21,112 | $21,112 | $21,112 | $21,112 | $21,112 | $21,112 | $214,148 |
| 1974-75 | 11 (10) | 1,976 | | 21,736 | 19,760 | 19,760 | 19,760 | 19,760 | 19,760 | 19,760 | 19,760 | 19,760 | 179,816 |
| 1975-76 | 9 (8) | 989 | | | 8,908 | 7,912 | 7,912 | 7,912 | 7,912 | 7,912 | 7,912 | 7,912 | 64,292 |
| 1976-77 | 4 | 1,491 | | | | 5,964 | 5,964 | 5,964 | 5,964 | 5,964 | 5,964 | 5,964 | 41,748 |
| 1977-78 | 4 | 1,491 | | | | | 5,964 | 5,964 | 5,964 | 5,964 | 5,964 | 5,964 | 35,784 |
| 1978-79 | 4 | 1,491 | | | | | | 5,964 | 5,964 | 5,964 | 5,964 | 5,964 | 29,820 |
| 1979-80 | 4 | 1,491 | | | | | | | 5,964 | 5,964 | 5,964 | 5,964 | 23,856 |
| 1980-81 | 4 | 1,491 | | | | | | | | 5,964 | 5,964 | 5,964 | 17,892 |
| 1981-82 | 4 | 1,491 | | | | | | | | | 5,964 | 5,964 | 11,928 |
| 1982-83 | 4 | 1,491 | | | | | | | | | | 5,964 | 5,964 |
| | | TOTALS | $24,140 | $42,848 | $49,780 | $54,748 | $60,712 | $66,676 | $72,640 | $78,604 | $84,568 | $90,532 | $625,248 |
| Grand Total of 10-Year Salary Savings = $625,248 | | | | | | | | | | | | | |

## APPRAISAL OF THE POSITION OF PROFESSIONAL DEVELOPMENT FACILITATOR

The position of Professional Development Facilitator, one of the roles new to the community college and introduced in Collins's induction model, has proved to be entirely workable and productive of useful service to the college. At Los Medanos College, the position was assigned primarily to the induction program, but rapidly expanded to "natural" limits. Chapter Four described the work and roles (appropriate and inappropriate) of the position and indicated what these "natural" limits are.

The position does not come cheaply. The salary alone is considerable, since the position should be pegged at a salary comparable to an associate dean or director. Further, unless a college is financially capable of adding on a position, something in the administrative table of organization will have to give. For example, at Los Medanos College, there is a Professional Development Facilitator, but no Community Services Officer. Los Medanos College's management structure deviates from usual pattern anyway, which made the establishment of the Professional Development Facilitator position relatively more easy. For instance, there is no Dean of Students, no Dean of Extended Day and Evening, no Dean of Vocational Education. To have started the position new with the new college was an undoubted help.

The findings of the program evaluators, the evaluations of the fellows and other recipients of staff development services, and the subjective appraisal of the incumbent in the position, all agree that, for the costs that it incurs, the position returns ample value to the college.

Comments of fellows, as well as the appraisal of the program evaluators, are conveyed in the following exerpt from Medsker and Drexel's end-of-grant report:

> As in the past, both groups (1973-4 and 1974-5) agree that the PDF has been most valuable--again, the first group was not quite as verbal as the second. However, in answer to the question, "How do you look upon the role of the PDF in faculty development?" both groups were of one mind. How do you answer that? Chet is the PDF...This statement, coupled with many adjectives, "sincere," "open," "candid," "most important resource at LMC," continue to describe LMC's Professional Development Facilitator.
>
> (Reporting on the 1975-6 group.) Again, but not surprisingly so, were the excellent statements regarding the PDF. In addition to his duties with previous Fellows, he apparently successfully assisted these eleven members of the 1975-76 class. Not only has he been "exceedingly valuable" in the classroom, but his conferences on non-teaching situations, his philosophy as it relates to the curriculum and to LMC, and his "low-key, advising approach" to the new faculty members has been most valuable.

The college president has expressed his satisfaction. In an annual report to the W. K. Kellogg Foundation, he said:

> The positive comments I made last year about the Kellogg Program and the role of the PDF administrator can be reiterated with applause. The pay-off to administration, students, and community has been phenomenal...The role of the PDF has been expanded to include more extensive classified and administrative in-service programs. These programs have brought unity of purpose to our institutional thrust...

The establishment and evolution of the position at Los Medanos College have caused several issues to surface. There are potentially serious, even debilitating, ambiguities inherent in it. One of these relates to the evaluation function. The position calls for the incumbent to be

continually evaluating fellows and others involved in staff development activities. The act of evaluating is an indispensible part of staff development work, yet the function and outcomes of this evaluation are always open to misinterpretation. Constant and scrupulous attention to ambiguity has kept its potential mischief at bay. Report Medsker and Drexel:

> ...(Fellows)...volunteered the comment...that the position is a vulnerable one in the sense that the person holding it can always be misinterpreted and be looked upon as an evaluator, rather than a resource person. But everyone felt that this danger had been overcome this year to much greater extent than was true last year.

Another ambiguity relates to the position's source of legitimacy and credibility. A professional development facilitator derives his credibility from having paid his dues as a teacher; he must demonstrate competence as a teacher to be a "teacher's teacher." Yet, the position is that of an administrator, which would be legitimated by the delivery of administrative services. The ambiguity will cause role conflict, for the position is a blend of functions which, though new to the community college, is a viable combination. It is both teacher and administrator. The problem is in getting this across to the many and varied clients to whom the role relates.

Related to the previous ambiguity is one that stems from the function of a professional development facilitator as a spokesperson and explicator of the institution. This role invariably comes across to some clients as that of the "company man." Yet, the position advocates experimentation, champions the precept of bringing forth the qualities inherent in individual potentialities, and challenges, when necessary, established ways of doing

things. The position is partly change agent and partly transmitter of the "way things are done." Resolution to this ambiguity is found in the practice of the dictum: Freedom and flexibility within structure.

Another ambiguity is expressed in the tension between invention and consolidation. A professional development facilitator must be always in motion, seeking out and responding to the ever-changing needs for staff development. At the same time, he must be smoothing yesterday's inventions into today's routines. It is the problem of moving fast, but not too fast, of introducing something new, but not too new, of deviating from routine, but not too much. All of this requires the development person to be constantly developing. Probably the most insidious enemy of a staff-development effort is complacency.

Perhaps a few words of subjective appraisal of the position by the Los Medanos College Professional Development Facilitator will be permitted:

> I am in the position of Professional Development Facilitator, but I am not the position. I believe it is an authentic, exportable, institutional role. True, it is malleable. It will take a shape around the incumbent, according to whatever configuration of experience, skills, values, traits, aspirations he/she brings into the position, but the essential shape will remain recognizable if the incumbent understands the position.
>
> I came to the position at Los Medanos College after twenty years of teaching and have been exhilarated to find that this is a capstone experience. All that I have done before in teaching, exploring various instructional methods, working in curriculum development, studying organizations, being a faculty "politician," has been preparation for this position. But even then, learning the job began with taking the job.

> What surprised me is the extent to which the position calls for the counseling kind of work, and how much the teaching aspect swings to the facilitative mode. It also surprises me (all the time) at how taxing the position is. There is a very heavy traffic in interpersonal relations. All this leaves me very tired sometimes and, occasionally, discouraged; for change comes so slowly and there is such an ephemeral feeling to the work. You can spend hours with a person, working up optional strategies for overcoming a difficulty in the classroom, rehearse them even; but in the clutch, the person reverts. But this is the nature of authentic growth, it seems; three steps forward, two back...but at least the gain belongs to the person and isn't just something I, or someone else, bullyragged them into doing.
>
> The position keeps me busy. I am in classrooms a lot. I talk with fellows and others about a myriad of topics. I keep up to date on what's happening in the college. I seem to walk around a lot. In this work, I gain a reqard that other administrators only rarely enjoy, and that is in achieving closure. I can plan, implement, evaluate, and be done with a seminar, a workshop, an orientation session, a piece of writing, a demonstration. This helps balance off the unendingness of the facilitation of growth.
>
> I began by saying I am in the position, but not the position, then said I believe the position to be exportable. I am convinced that the position can be installed at any educational institution and be of very great benefit to the institution, its workforce, and its clientele.

## SOME FINAL WORDS OF APPRAISAL AND CONJECTURE

If the experience of one institution can be taken as adequate demonstration, then the appraisal of the induction model has to be that it is sound. Three years of successful operation at Los Medanos College has shown its workability. But what can the Los Medanos College exper-

ience tell other institutions? What is the "export" value of the model?

To claim the success of the model at Los Medanos College is a studied appraisal; to anticipate the success of the model in other institutional settings would be an informed conjecture. It seems reasonable to predict that the model can be successfully installed at other new institutions and in institutions expanding rapidly. Likewise, it could work for an institution replenishing a faculty reduced by retirements.

The Los Medanos College project has shown the soundness of the theoretical base on which the model is premised. The rationale for induction remains convincing. Expected value returns to the college have been met and exceeded. The format, roles, sequence of topics and activities, curriculum, policy, and procedure and planning premises have been field tested and proved. The model is available for adaptation by other institutions.

Adaptation is the key word; the model is sound and can be adapted. There is a necessary distinction between the model in general and the Los Medanos College program in particular. Perhaps the program cannot be transplanted, but the model can be adapted.

Pains were taken at the outset of this writing to establish the importance of the institutional setting. The induction program, it was asserted, shapes the setting as it is being shaped by the setting. Thus, any desire to install an induction model will have to be accompanied by a willingness to adapt it to the setting (but not so much of an adaptation that the model loses the integrity of its conceptualization).

Los Medanos College commends the induction model and the induction program to any institution searching for an effective and relatively inexpensive way to realize its goals, to energize an institutional thrust, and to facilitate the realization of the potential of its personnel.

The Los Medanos College experience warrants this conclusion: any institution's staff development efforts will be greatly enhanced by the installation of a professional development person. The position is productive and vital. It taps into the essential, but typically untended, institutional "plowback" work of nurturing its own human resources.

The position is vulnerable. It requires sheltering from friends and enemies alike. There is plenty of "natural" work for the position. It should never become a catch-all for sundry good ideas and worthy projects. It must never become a direct agent of line administration, nor a faculty cat's-paw.

The person to occupy the position should be chosen with care and an eye to a particular pattern of qualifications. The role is best played as a practitioner of teaching/learning. The person should be credible as a "teacher's teacher," a person somewhat battered by experience in a variety of organizational settings, in touch with the ebb and flow of demands (and responses) made of education in the past decades, but still hopeful about the efficacy and regenerative powers of institutions, and the potential of individuals for growth and self-improvement. The person should be comfortable with the kind of ambiguity inherent in the role and should be impressed, but not intimidated, by the necessity of management duties.

The skills, experiences, traits, interests, aspirations (personal and professional) required by staff development work are not rare. In fact, they abound in the field of education because they are of the field of education. Unusual, however, is the combination of these requisites in one person. There is a steadily-increasing number of persons who are putting it together for themselves; but sorely needed for the emerging professional specialization of staff development are systematic processes of preparation...programs to develop the developer. Institutions say, "We would have a professional development person, if we could find a qualified person"; a person says, "I would develop my qualifications if there were jobs available."

Programs to develop developers could be offered at graduate schools--by consortia of colleges, or by regional associations, or by host colleges. Los Medanos College is about to embark on the last-named approach. Starting in September, 1977, the college will become the site of an internship program for the development of developers. As noted earlier, W. K. Kellogg has funded this project for two years, and each semester three interns from community colleges will spend fourteen weeks on-site at Los Medanos. Stipends to interns will meet living costs. They will be sent by community colleges--already engaged in, or embarking upon--staff development and committed to the establishment of a position similar to that of a professional development facilitator.

The internship curriculum will parallel the curriculum of induction. It will be spiralling, experiential, blending theory and practice, employing prescription and needs assessment in selecting topics and activities, and seeking a balance between structure and flexibility.

It will be oriented toward individual growth and learning, and the promotion of civility, resilience, and respon-

siveness in the institution. This, the experience at Los Medanos College has taught, is the essence of staff development.

SUMMING UP

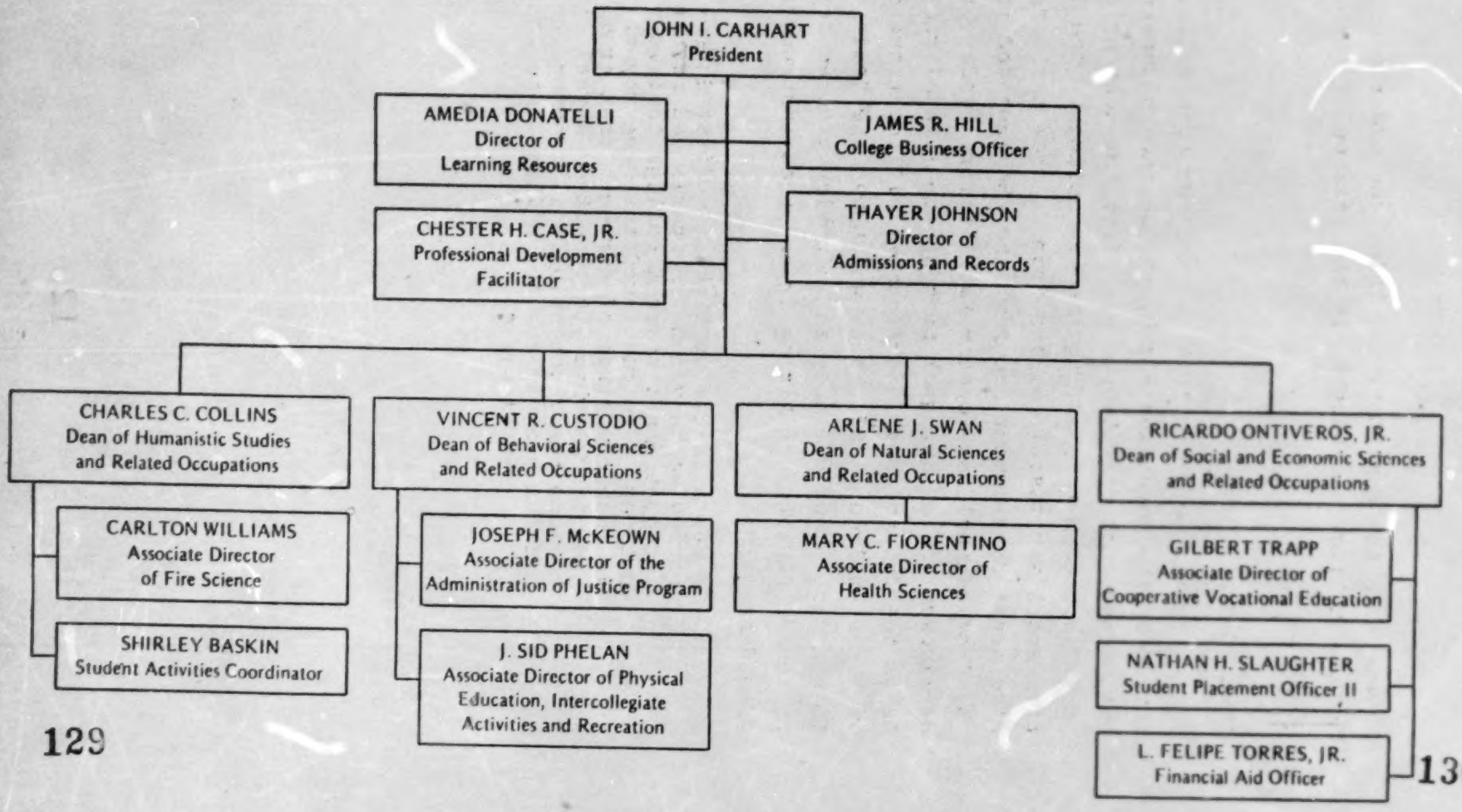
With the help of the W. K. Kellogg Foundation, supported by the Governing Board, the advance planners for Los Medanos College stepped away from the conventional "safe" approach to staffing the new college. The induction model was installed, and from it grew the comprehensive staff-development program, and the expanded role of the Professional Development Facilitator. Today, staff development is an integral part of the life of the college. As to the future, staff development will continue to evolve with the college. And, as to which was the "safer" approach to staffing a new college--an induction program for inexperienced faculty, or hiring experienced instructors--the president said:

> I was a little up tight, at first, about hiring so many new, inexperienced faculty. You just don't start a college that way. But now, I am convinced that the way to go is with the kinds of strength that grow in individuals when you give them a real chance to show their potential. I recommend an induction program for any college, and doubly for new institutions.

CHC:mws
(10/7/76)

ADMINISTRATIVE STAFF

LOS MEDANOS COLLEGE




APPENDIX A



July 1976

## APPENDIX B

LOS MEDANOS COLLEGE
PROFESSIONAL STAFF DEVELOPMENT

Spring, 1976

### COURSE OUTLINE

**Course Description**

Professional Staff Development 102: Community College Philosophy — 1 unit

Prerequisite: Valid California Teaching Credential

2 hour seminar

A seminar exploring the philosophic postulates from which the institutional goals, the curriculum, the governance and the operational policies of community colleges are derived.

**Overview and Rationale**

This seminar is designed as part of the professional staff development at Los Medanos College. It is for Kellogg Fellows and for staff members at Los Medanos College who are relatively new to community college education. It is, without apology, a philosophic inquiry into the bases of the major facets of community college education in general and Los Medanos College in particular.

**Goals**

1. To explore and share beliefs about human nature, the human condition and the functions of education.

2. To search out the philosophic bases for all that is being attempted at Los Medanos College.

3. To become acquainted with some of the literature of community college education and to study the position papers and other formal documents specific to Los Medanos College.

4. To experiment with a model of proactive learning.

**Content**

The seminar will begin with a case being made for development of a theoretical basis followed by a discussion on active versus passive learning and a model for proactive learning. Subsequent sessions will focus on the following subjects:

Philosophic Postulates
Philosophic Considerations Regarding General Education
Los Medanos College General Education Model
Career and Developmental Education
Counseling, Student Activities and Other Student Personnel Functions
Grading, Absenteeism and Other Issues of Student Evaluation
Selection, Evaluation and Professional Staff Development
Governance: Philosophic Considerations
Governance: The Los Medanos College Model

Teaching/Learning Method: An Experiment

A model of proactive learning will be tested. Seminar members will be obliged to read material that will cover the topic to be discussed. They will be expected to jot down notes as they read leading to questions in depth, and/or rebuttal, and/or commentary, and/or counter proposals. These will then become the springboard for discussion in the semianr. The Professional Development Facilitator or a designated member of the group will from time to time analyze, assess and comment on the group learning/teaching process.

Calendar of Topics and Reading Assignments

March 25 - Overview of Course and Rationale for Learning Model

Preparatory Reading: Collins, Charles "Some Working Postulates for Everyman Community College" (24 pages), Chapter I from Everyman Community College: A Cluster Model

Hutchins, Robert "The Idea of a College (5 pages)

March 29 - Philosophic Postulates

Preparatory Reading: Collins, Charles and Drexel, Karl O. "Philosophic Considerations, Chapter I from General Education: The Los Medanos College Model" (22 pages)

De Hart, A. Robert "De Anza College: Theory X or Theory Y" (11 pages)

April 5 - Philosophic Considerations Regarding General Education

Preparatory Reading: Collins, Charles & Drexel, Karl O. "The General Education Model" (22 pages) and "Problems and Further Developments" (13 pages), Chapters III and X from General Education: The Los Medanos College Model.

April 19 - Los Medanos College General Education Model

Preparatory Reading: Collins, Charles C. "Functions: Counseling, General Education and Transfer"(17 pages) and "Functions: Vocational, Developmental, Co-Curricular and Community Services" (15 pages), Chapters 4 and 5 from College Orientation, Education for Relevance.

April 26 - Career and Developmental Education

Preparatory Reading: Collins, Charles C. "Some Student Characteristics and Their Implications for Student Personnel" (23 pages)

Cross, Patricia "New Students in the Seventies" (22 pages)

May 3 - Counseling, Student Activities and Other Student Personnel Functions

Preparatory Reading: Bloom, Benjamin S. "Learning for Mastery" (11 pages)

Collins, Charles C. "A Point of View on Grading Standards" (3 pages) and "Grading in the Community College: A Proposal" (4 pages) and "A Position Paper on Absenteeism and Withdrawal" (5 pages)

May 10 - Grading, Absenteeism and Other Issues of Student Evaluation

Preparatory Reading: Collins, Charles C. and Case, Chester "The On-Site, Programatic Approach to Staff Development" (16 pages)

The LMC Evaluation Committee: Policy for Evaluation

May 17 - Selection, Evaluation and Professional Staff Development

Preparatory Reading: Carhart, John I. and Collins, Charles C., manuscript copy of chapter on philosophic considerations from projected book Governance: A Community College Model

May 24 - Governance: Philosophic Considerations

Preparatory Reading: Carhart, John I., "A Statement on Governance at Los Medanos College" (10 pages)

May 31 - Governance: The Los Medanos College Model

LOS MEDANOS COLLEGE

IN-SERVICE SEMINAR FOR CLASSIFIED STAFF
1974-75

## Introduction

To have a seminar for classified staff is something of a novelty. Not many colleges are able or willing to invest the time, energy and resources to a program for classified staff. Los Medanos College is more than willing, however, to make the investment. This is because Los Medanos College firmly believes that a staff that knows about community colleges, is thoroughly familiar with the way the college and the district operates, is sensitive to students and their needs, and is aware of the necessity for effective communication within the college community will be a more effective staff and will be able to meet the public and tell the Los Medanos story effectively and accurately.

In the Spring of 1974, the Classified in-service seminar was more of a small discussion group with about 15-18 persons "on deck" and awaiting the opening of the campus. But as the campus opened in the Fall, there were approximately 45 - 50 classified staff members, plus a night crew of 7 and by the end of September the staff had grown to a total of 67 members. Among the classified staff is a great diversity in job responsibilities, age, sex, background, ethnicity, years of experience...and all of this is a positive advantage because of the opportunities presented to learn from one another.

Yet, there is a problem of how to organize the seminar. To get inputs from the staff, a request for ideas on seminar topics and activities was sent out. These plus other ideas, were taken to a joint planning session with the officers of the Classified Staff Association, the President, Business Officer and Professional Development Facilitator. What emerged from the planning session was a decision to devote the Fall semester to developing among the staff a general body of information, even if there were to be some repetition for the persons in the Spring, 1974 seminar. The Spring, 1975 seminar would be devoted to more specialized interests.

## Program Goals

The goals of the Fall, 1974 seminar are:

1. To acquaint the staff with the history, philosophy and operation of the community college, Los Medanos in particular.
2. To explain operating policy and procedures of Los Medanos College and the Contra Costa Community College District, especially as they relate to job classification, business procedures, personnel policies.
3. To encourage personal acquaintance among the staff.
4. To encourage good working relationships among the staff and larger college community.

5. To explore and practice effective communication skills.
6. To acquaint staff with the needs, characteristics, aspirations of students.

Methods and Materials

The seminar will meet frequently as a group of the whole for topics of common concern. To provide an opportunity for information discussion, problem solving exercises and other activities, small groups will be formed. When appropriate, guest speakers and films will be brought in. From time to time readings will be distributed.

Seminar Policies

Participants in the seminar will be enrolled in PSDEV 197, Selected Topics in Staff Development; Classified In-Service Seminar. Each participant will earn one unit of credit. All classified staff are expected to participate, except in the case of emergencies. In the event job requirements made attendance difficult, the appropriate Dean or other immediate supervisor should be notified of the problem so that a solution can be found. The instructor of the seminar is Chester Case, Professional Development Facilitator.

CHC:lp

10/7/74

Attachment - Fall Calendar

## FALL CALENDAR

| DATE | TOPIC/ACTIVITIES | | |
|---|---|---|---|
| September 4 | Meeting of Classified Staff Association<br>Discussion of the In-Service Seminar | | |
| September 20 | Discussion of Job Survey by CPS<br>Guest Speaker, Ray Dondero<br>Film, Effective Listening | | |
| September 27 | The History of the Community College<br>Video Interview with Jack Carhart, Charles Collins<br>Lecture on Organization of Higher Education<br>Discussion Groups | | |
| October 4 | The Organization of Los Medanos College<br>The Role of the Classified Staff Person,<br>(with reference to the Handbook for Classified Staff)<br>Problem Solving Groups | | |
| October 11 | Some Basics of Effective Communication<br>Discussion Groups | | |
| October 12 | Communication, Continued: Meeting the Public<br>Film and Discussion Groups | | |
| October 18 | District and College Functions<br>Specific Answers to Specific Questions | | |
| November 1 | Group A<br>District Tour | Group B<br>Discussion with Faculty | Group C<br>Discussion with Students |
| November 8 | Discussion with Faculty | Discussion with Students | District Tour |
| November 15 | Discussion with Students | District Tour | Discussion with Faculty |
| November 22 | Concluding Session | | |
| December 6 | Optional Session | | |
| December 13 | Optional Session | | |

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